



Program Director, Janette Smith- Kislak

PARENTS HANDBOOK

2024 - 2025

Dingmans Ferry United Methodist Church
115 Myck Road
Dingmans Ferry, PA 18328
(570) 828-2288

Rev. Sungduk Kim, Pastor

TREE OF LIFE PRESCHOOL

A PRESCHOOL PROGRAM FOR
CHILDREN AGE 2.8 TO 5

5-DAY PROGRAM

(For 4-5 yr. olds who will be attending
Kindergarten the following school year.)

CLASSES MEET:

MONDAY THROUGH FRIDAY

FULL-DAY CLASS: 9:00AM 2:30PM

3-DAY PROGRAM (For 3-5 yr. olds)

CLASSES MEET:

MONDAY, TUESDAY & THURSDAY

· FULL-DAY CLASS 9:00AM-2:30PM

· 1/2 DAY AM CLASS: 9:00AM-11:30AM

· 1/2 DAY PM CLASS: NOON-2:30PM

2-DAY PROGRAM (For 2.8 yr. old & up)

CLASSES MEET:

WEDNESDAY'S & FRIDAY'S 9:00AM-11:30AM

(See Page 3 for Tuition Fees and Policies)

I. PURPOSE AND GOALS OF THE TREE OF LIFE NURSERY SCHOOL

That each child will:

- A. Develop an ability to communicate effectively with teachers and classmates, to hear and imitate sounds used to form words, and to try to understand and follow simple instructions.
- B. Develop a growing concept of the relationship of numbers, time, space and form.
- C. Have opportunities for observing and understanding the basic phenomena of weather and seasonal change.
- D. Be introduced to the growth cycle of plants and animals.
- E. Develop an awareness of music, an appreciation of sound and rhythm, and ability to participate in some form of musical expression.
- F. Learn more about self and others through informal role play.
- G. Have opportunities for using art and craft materials and develop an increasing appreciation of form, color and texture.
- H. Understand that God has something to say to each person in every situation that will ever be encountered.
- I. Learn how to understand what God says to each person through knowledge of the Bible, especially in relation to Jesus Christ, and through the work of the Holy Spirit in self and others.
- J. Become aware that each person is worthy of God's love and the love of other human beings.
- K. Grow in assuming personal responsibility for self and others.
- L. Develop understanding, attitudes and skills appropriate for the child's particular age.
- M. Experience the loving care of adults whose own lives exemplify commitment to the Christian community.
- N. Provide exposure to the Bible and Christian stories. If for any reason you prefer that your child not participate, another activity will be arranged.

II. PRESCHOOL POLICY

A. Admission and Placement

1. To enroll in the 2-Day Program, students must be 2 years 8months old at the time of enrollment.
To enroll in the 3-Day Program, students must be 3 years old by September 1st of the current school year.
To enroll in the 5-Day Program, students must be kindergarten-bound the following school year. This class is a pre-k experience.
2. All students must be able to handle toileting needs with increasing independence. Please dress your child in a way that allows them to handle their toileting needs as independently as possible.
3. The school reserves the right to terminate the enrollment of a child if the staff believes that the preschool experience is inappropriate for the development of the child.
If the director, who is trained and degreed in child development, deems it appropriate based on your child's development, you may be asked to seek an evaluation with an outside agency that provides support services for students who need them, While it is not mandatory that you follow through with such an evaluation, these evaluations typically lead to services provided free of charge that greatly help a struggling student.
4. The school also reserves the right to terminate the enrollment of a child if the child shows signs of being overly disruptive, and/or endangers the welfare of others in the class. Termination will only follow consultations with the parent.
5. The Tree of Life faculty will use the Developmental Profile provided at the back of the Parents Handbook as their structure for evaluating your child. Conferences will be offered in February.

B. Health and Safety

1. A copy of a birth certificate and immunization record will be required prior to the start of classes. These requirements are mandatory. Pennsylvania State law requires that these documents be on file for every child enrolled in the program. If you fail to comply, your child will not be allowed to continue in school.
2. Please observe the following Health and Medical Policy found in this booklet pertaining to contagious illness.
3. If a child becomes visibly ill during class, or if injured, we will try to contact you. If we cannot contact you, the child will be isolated and cared for until you come at regular time. If there is an emergency situation, we will make calls to the contacts you have provided on your enrollment form, and if necessary, we will utilize the emergency medical release you have provided. The staff is trained in First Aid and CPR.
4. We will make every effort to observe good health practices at school
5. **NO MEDICATION WILL BE GIVEN BY THE STAFF.**
6. Information about allergies should be put in writing on the child information sheet. If your child needs to be excused from and normal activity, please provide this information in writing.
7. Children must be brought to the classroom by the parent and checked in by the teacher or classroom aid. No child will be released to an unauthorized person. Please advise us in writing as to any carpools, friends, family, etc. to whom we may release your child. **THIS IS A MUST!**
It is a practice of the school to **CHECK IDENTIFICATION**. This is for your safety and concern.
8. In the event of inclement weather that warrants a school closing, we will be following the Delaware Valley School District calendar. Therefore, if Delaware Valley is closed for the day, we too will be closed. Likewise, if there is a 2-hour delay our morning session will be cancelled and school will resume after lunch at Noon.
Please listen to radio station 96.7 (WTSX), watch cable channel 6 (WNEP), or call the Delaware Valley Hotline at (570) 296-3600 press 1 for school delays/closings. We will also try to keep the Tree of Life Preschool Facebook page updated.
**If snow cancellations become excessive, they may be made up at the director's discretion.
9. We will follow the Delaware Valley School District calendar. Our published calendar in September of each year is an accurate representation of our schedule. there may be a few schedule changes during the year (i.e. party days and kindergarten registration) that may affect our schedule slightly.
10. Since we have both morning and afternoon classes, we ask the you please arrive with your child promptly and leave the building promptly. This will allow teachers time to prepare and have a quick lunch break.
11. Before and after classes we ask that parents properly supervise their children. We realize the temptation posed by the large, open Fellowship Hall, but we ask the you prevent your children from running and rough housing. Please keep in mind that other staff are working in the building.

Reminder:

Classroom doors will not be open for children until 5 minutes before class begins.

III. FEES AND TUITION POLICIES

Updated January 2022

A. Tuition payments for the school year are as follows:

	<u>One Payment Annual</u>	<u>10 Monthly Payments</u>	<u>4 Quarterly Payments</u>
5 Days a Week Full Day Program	\$4300.00	\$430.00 Each Month	\$1,075.00 Due: Aug 15th \$1,075.00 Due: Nov 15th \$1,075.00 Due: Feb 15th \$1,075.00 Due: May 15th
3 Days a Week Full-Day Program	\$3,000.00	\$300.00 Each Month	\$750.00 Due: Aug 15th \$750.00 Due: Nov 15th \$750.00 Due: Feb 15th \$750.00 Due: May 15th
3 Days a Week Half Day Program	\$1,500.00	\$150.00 Each Month	\$375.00 Due: Aug 15th \$375.00 Due: Nov 15th \$375.00 Due: Feb 15th \$375.00 Due: May 15th
2 Days a Week Half-Day Program	\$1,200.00	\$120.00 Each Month	\$300.00 Due: Aug 15th \$300.00 Due: Nov 15th \$300.00 Due: Feb 15th \$300.00 Due: May 15th

1. If you choose a monthly payment, please understand that your payment is still an annual payment broken down into 10 monthly payments. Your first payment will be due in August and your last payment will be due in May.
2. A non-refundable registration fee of \$75. is required. If you have more than one child attending our program at the same time, only one registration fee will be collected.
3. We do not offer a sibling discount. All students attending will pay full tuition. We strive to provide a high quality, yet affordable early childhood experience to all students.

- B. Your monthly tuition bill is due on the 1st of month. Late fees apply if your payment is not received by the 15th and a \$25. late fee will be incurred. Two months of tuition default, will automatically suspend your child's enrollment and you MUST speak to the pastor.

NOTE: Your child will not be allowed to attend the graduation ceremony unless your tuition has been paid in full.

LATE FEES WILL BE STRICTLY ENFORCED

- C. Two checks that are returned will put you on a cash only basis for the remainder of the year.
- D. In the event of unanticipated financial difficulties, please feel free to contact the pastor through the church office to discuss the situation and the possibility of an alternate payment plan.
- E. Due to the high demand for preschool spots, we will not hold a place in the class for children to enter later in the school year, without full tuition being paid. Anyone wishing to enroll their child mid-year, and who desires to have a place held, will have to pay the full annual tuition.
- F. If you choose to withdraw your child from the program, you will be held accountable for the full month's tuition for the month in which the withdrawal occurs.
- G. We will begin accepting registrations in January for the fall of the year. You will pay your \$75, registration fee at this time. Please be advised, that your registration fee is non-refundable. If your current year's tuition fee is not paid in full by May, we will not hold a spot for your child for the new fall school year.

**NO REGISTRATION FEES WILL BE ACCEPTED FOR RETURNING STUDENTS
IF THE CURRENT YEAR'S TUITION IS NOT PAID IN FULL BY MAY.**

IV. OUR CLASSROOM

- A. Parents are asked to send snack donations periodically.
- B. Please pack, in a plastic gallon size Ziploc bag, a change of clothes (pants and underwear) in case your child has an accident. In the event of an emergency, the school does have a limited supply of sweatpants and clean underwear that we can provide, but it is most helpful if all children come prepared.
- C. Permission slips for all field trips and for photo releases are necessary and can be found in your Enrollment Packet. Field trips will be announced in advance. We may call on you to share chaperone and driving responsibilities.
- D. We usually have five holiday parties during the year – Halloween/Harvest, Thanksgiving, Christmas, Valentine's Day and Easter. Parents are asked to donate something to these parties. Sign-up sheet will be available.
- E. It is highly recommended that you become a member of the Tree of Life Preschool FaceBook page. This page is used as the primary vehicle for important information including lesson plans, upcoming events, school needs, snow closures and important announcements.
- F. Please check the folder in your child's mailbox daily for paperwork and important information from teachers.
- G. Our school will sponsor at least 2 fundraisers throughout the year. Each family is encouraged to participate. These fundraisers are necessary to keep the cost of nursery school tuition down.

The Tree of Life Preschool Philosophy and Approach

At the center of the curriculum here at the Tree of Life Preschool is the child. We recognize the universal patterns and milestones of child development, so that our approach to early childhood curriculum is based on age appropriate practices for all young children. We also value the fundamental premise that curriculum begins with each child as an individual, with a unique pattern of developmental capabilities, temperamental characteristics, and unique learning styles.

The roots of our commitment to a child centered curriculum philosophy lie in our basic respect for the "specialness" of young children and our genuine delight in the unfolding wonders of their growth and development. We cherish children and feel privileged to accompany them on their earliest journey to discovery and learning. We know that the paths to learning on which each child travels, are somewhat unique to the learning styles and characteristics of each learner. Because we value these differences, the intent of our curriculum is to offer diverse opportunities for learning.

Essentially, ours is a curriculum of caring, in which the development of self-esteem in each child becomes a fundamental goal. Children grow to see themselves as important, competent individuals when they are nourished by the unconditional caring and concern of significant adults in their lives. Children develop a positive self image when they are also given opportunities to exercise the power of their own choices. Each child needs to experience success through involvement in self-selected learning activities in which there is no single "correct" way of responding or interacting. Our success as teachers of young children is best measured by the extent to which we are able to help each child see him/herself as a valued individual and learner.

For young children, learning is an interactive process. That is, research has shown that young children learn best through active exploration and interaction with adults, other children and materials. We share the view of many eminent thinkers in the field of child development that children's spontaneous play is the primary vehicle for children's learning and development in the early years. In particular, children learn when they initiate and direct their own play activities. We give children opportunities to choose from a variety of activities and time to explore through active involvement.

The teacher in this interactive model of early learning is unlike teachers we may remember from our own childhood, who simply stood before the class to dispense information. Curriculum for young children is much more than a checklist of facts to be fed and digested. It is everything that happens in the preschool classroom – all the experiences of young children. Because children are naturally motivated to make sense of their world, they are always learning and creating their own knowledge from their experiences. As teachers, we share in that process of discovery.

The teacher's role in the classroom at the Tree of Life Preschool is to plan and prepare a stimulating environment in which children are challenged to learn through active exploration and interaction. We provide a variety of challenging activity choices for children and then facilitate children's engagement in the activities selected. Although children in our program are permitted to take the lead in activities that match their interests and emerging skills, teachers play an active role in the process. Children's involvement and active learning experiences presents an opportunity for the teacher to extend their natural learning. We can refer to this extension as "guided learning". The teacher may ask questions, make suggestions or add more complex materials or ideas to a current learning situation in order to stimulate the children's thinking. Teachers in our classroom will prepare lessons, circle time activities and guided learning times that meet the children's needs and interests and guides them along in learning the skills that match their developmental ability. A teacher's thoughtful input, well thought out lesson plan, words of wisdom at the appropriate time can advance a child's competence and challenge a child's thinking. It is by making systematic use of children's experiences that teachers can extend children's knowledge and build their capabilities.

Because of the dynamic and interactive nature of the learning process, a particular "product" outcome is not our goal for early learning. The process of learning is recognized for its inherent value. In fact, the content of any early learning experience is not as important as the processes through which the child is learning how to learn. Finished "products" that are nice to look at or "correct" solutions are not always accurate measures of children's growth as independent learners and thinkers. Instead, it is the quality of their play and activities that give us a glimpse of the secrets of their emerging skills and developmental competence.

Our intent is to provide learning activities and materials that are real, concrete and relevant to the lives and experiences of young children. Because play with real objects and events must precede more abstract understanding of symbols such as letters and numbers you will find that along with the traditional teaching of letters and numbers and other pre-kindergarten skills comes many concepts and skills via a learn through play mode of transmission.

Parents play an integral role in the early learning and development of their children. Parent-teacher partnerships, based on mutual respect, trust and sharing facilitates optimal program development in the interest of the child. As teachers of young children, we are able to share with parents aspects of our knowledge of child development and our particular insights about young children.

We also recognize that parents have much to offer as resources to teachers, because of their particular expertise concerning the abilities, habits and interests of their own children. We welcome the participation of parents in their child's life within the preschool classroom to the fullest extent possible. We recognize parents as an important part of their children's education and therefore we extend an open invitation to parents to become involved in whatever ways they would like or are able. We value the concept of parent-teacher interaction and communication and we hope that by establishing ongoing communication with families, we will be able to enhance the development of the children in our program.

TREE OF LIFE PRESCHOOL CURRICULUM

READING READINESS

Reading Readiness in the Tree of Life Preschool classroom is integrated with all other curriculum areas. Good language lessons may be taught as part of math, science, social studies and all other areas of the curriculum. Teachers at the Tree of Life Preschool use a multi-sensory approach to the teaching of reading; attempting to stimulate as many senses as possible when introducing the letters of the alphabet

Objectives:

- The child will match like letters and designs.
- The child will recognize his/her first name when printed.
- The child will recognize the letters in his/her first name.
- The child will recognize many letters of the alphabet.
- The child will listen for the sound-symbol relationship of letters.
- The child will build onto his/her vocabulary.

Procedures:

Auditory Discrimination: ability to recognize and identify sounds.

- Alphabet Stories
- Big Book Stories
- Nursery Rhymes and songs

Auditory Memory: ability to remember sounds after they have been heard.

- Rhymes
- Teacher-made file folder games
- Songs

Oral language: ability to use language for self-expression.

- Show & Tell
- Circle Time
- Snack Time
- Picture-Story Development

Vocabulary Development: discovery of the meaning of words and identification of new words.

- Special Concepts
- Other curriculum areas

Classification: ability to categorize items or objects by like or common criteria.

- Manipulatives

Visual Discrimination; ability to see likeness and differences.

- Introduction of letters
- Flashcards
- Pattern Blocks, Geoboards, etc.

Visual Memory: the ability to remember what is seen and to identify items missing from what has been seen.

- Alphabet Worksheets
- Memory Games
- Manipulatives

Left to Right Progression: the natural eye sweep needed for reading.

- Use of daily calendar
- Teacher instructions
- Games

Hand-eye Coordination: synchronizing the movement of the hands and the eyes.

- Coloring, cutting, pasting, painting, drawing, body exercises.

Whole/Part Relationships: ability to understand that part makes up a whole.

- Puzzles
- Folder games

Written Communication: understanding that symbols communicate thoughts and feelings.

- Story Time
- Written Stories
- Worksheets

Comprehension: understanding of concepts expressed through language.

Discussion of stories and activities from other curriculum areas
Following one and two-part directions

Evaluation

The teachers will evaluate the child's success using the following methods:

Observation of the child's free-time and structured time activities

Puzzles, manipulatives

Ability to successfully follow through on oral directions

Success on teacher-directed worksheets

Listening to a child's responses and/or contributions to class discussion.

PRE-MATH SKILLS

Math for young children must be concrete and filled with play and exploration. It is important that young children truly understand foundation concepts before moving on to more abstract operations.

Objectives

- The child will be able to sort objects according to a set of characteristics.
- The child will create patterns.
- The child will match items or objects
- The child will identify the circle, square, triangle, rectangle, oval, diamond, heart and star.
- The child will identify such relationships as tall/short, heavy/light, etc.
- The child will be able to count to ten correctly.
- The child will count objects.
- The child will recognize some numerals.

Procedures:

The use of manipulatives, teacher-made games and activities, as well as worksheets for the following sequence:

- Classification
- Patterning
- One-to-one correspondence
- Ordering and sequencing

Evaluation

The teacher will evaluate the child's success using the following methods:

- Observation
- Listening

SOCIAL STUDIES

Social Studies in the Tree of Life Preschool begins with the individual child and the development of his/her self esteem. When a child has a good self-image, he/she recognizes his limits and his capabilities. He feels valued as an individual and will therefore function better in society at large. In addition, social studies develops and understanding of societal units and the roles of the unit members. This involves learning basic social science concepts and developing ways to establish and maintain relationships with other members of society.

The primary goal of the Social Studies curriculum is to develop a feeling of self-worth and to help each child develop an understanding of the role he/she plays in the classroom unit. The following skills and behaviors are emphasized in the Tree of Life Preschool classroom.

- Communication of ideas and feelings to adults and other children**

- Cooperative play with other children**

- Sharing toys and materials during play and structured time**

- Asking questions when needed**

- Obedying basic group rules; such as:**

 - Walking in line**

 - Waiting turn to speak**

 - Sitting in a group and listening**

 - Finishing assignments**

 - Making transition from one activity to another**

- Demonstrating age-appropriate responsibility**

 - Using materials appropriately**

 - Using appropriate table manners and eating within a reasonable amount of time**

 - Putting on and taking off outerwear:**

 - Hanging up extra clothing**

 - Using tissues when needed and throwing them away**

 - Using the bathroom and washing hands**

The following units are included in the Tree of Life Preschool Social Studies curriculum:

- Self-esteem**

- Cultural and Multi-Cultural Awareness (including holidays)**

- Families**

- Safety**

- Ecology**

- Community Helpers (careers)**

- Home Economics (including cooking)**

- History**

OTHER CURRICULUM AREAS

ART

The purpose of Art in the Tree of Life Preschool curriculum is to allow children to explore artistic media and to provide a vehicle for the creative expression of each individual child. Art is not an imitation of the work of others. Very often, art is used as a natural extension of the Reading Readiness Curriculum.

Objectives

The child will feel good about his/her creation

The child will be able to identify red, orange, yellow, green, blue, purple, black, brown, grey, and pink.

Procedures

Painting, coloring, pasting, cutting, finger painting, printing, rubbings, murals, drawing, and design

Evaluation

All creative efforts will be praised.

DRAMATIC PLAY

Dramatic play has many advantages for the young child at the Tree of Life Preschool. It allows children to assume roles, to clarify life situations by acting them out, to express feelings in a safe environment and to reconcile the two worlds of fantasy and reality. It allows children to be creative, to use problem-solving techniques, to project consequences, to arrange situations, to adapt to unplanned events, to negotiate and to work within situational limits.

MUSIC

Children develop confidence in their musical abilities by singing, playing rhythm instruments, moving to music, listening to music and being creative with music. Music provides a wonderful opportunity to reinforce other areas of curriculum, such as reading readiness, dramatic play, math and large motor development.

FINE AND GROSS MOTOR SKILLS

Fine motor activities develop the small muscles of the hand and enable children to develop competence in manipulating materials in their environment and, ultimately to master the skill of writing in the primary school years.

Gross motor activities develop the large muscles of the body, the arms, legs and torso and enable children to develop mastery of body movements. As children develop mastery over their bodies, their self-esteem increases.

Objectives:

- The child will use materials like glue, paste, scissors, markers, and crayons appropriately.
- The child will use crayons and scissors with control.
- The child will be able to make precise movements with an object, (puzzle pieces)
- The child will jump, hop, skip, and walk a straight line.
- The child will stand on one foot.
- The child will alternate feet on stairs.
- The child will be able to trace lines and letters.
- The child will be able to print his/her name correctly.

Materials:

- Puzzles, string beads, interlocking toys, playdough, scissors, crayons, markers, glue, and paints.
- Balls, swings, slides, and balance beams.
- Activities like marching, bending, dancing and exercising.

SCIENCE

Science for young children allows them to explore, manipulate materials, ask questions, discover cause and effect, project consequences and solve problems. It provides opportunities with both living and non-living things. Most importantly, however, the science area of the curriculum encourages children to learn about their biological and physical world.

The following is a list of scientific topics explored at the Tree of Life Preschool

The Human Body/Health
Weather
Magnets
Water
Air
Plants

Seasons
Animals
Light
Color Mixing
Rocks
The Five Senses

Playing to Learn a the Tree of Life Preschool

By Janette Smith-Kislak

In the years that I have spent working with children, parents have periodically approached me with great concern about their child's learning and development. On occasion this concern stems from the cognitive dissonance created by seeing their children flourishing in an environment quite different from what mom and dad remember as the "traditional classroom" setting. When you enter quality early education programs today, they do look quite different from the classrooms of 15, 20, 25, 30 years ago. Rows of desks (sometimes bolted to the floor) in nice neat lines have been replaced by group tables and comfortable areas on the floor where children engage in learning activities. A hum and buzz of activity have replaced the almost silent room. The teacher standing at the front of the classroom dispensing knowledge has been replaced by a loving, caring and nurturing early childhood professional who is making her way around the classroom interacting with the children and stimulating their learning process. The hours spent rigidly writing and doing rote activities (such as flashcards) have been broken up by periods of play and free exploration. It is only natural, upon seeing such a different learning environment that some parents question the educational quality of such a program. I welcome those questions as a time to show off the top quality of our preschool program and a time to educate parents as well.

While you will see guided learning in our preschool program and your child will be taking the time to write and do worksheets that aid in getting those vital pre-kindergarten skills, equally important; Your child will be learning through play. Some parents will ask "Well, how can my child be learning? They are having too much fun." THAT is precisely what we want. Learning should be a fun process. When learning is no longer fun, what happens to the learner? They shut down becoming bored with the process of learning. By providing fun, stimulating and challenging activities in an environment that supports learning, our program gives children an opportunity to develop a positive attitude toward acquiring and using knowledge.

The following pages have been put together to give you an idea of just how your child can "play to learn" in our classroom.

In The DRAMATIC PLAY CENTER, I Play To Learn . . .

- When I put on dress-up clothes . . .
I learn to use my small muscles well for self-help skills.
- When I pretend to be a grown-up . . .
I learn to understand, appreciate, and accept the diversity of adult roles in my family, my community, and my world.
- When I invent the roles I play . . .
I learn to stretch my imagination and to expand my vocabulary. to think creatively and to experiment with language and conversation.
- When I act out real-life or imaginary experiences . . .
I learn to make sense of and feel in control of my world.
- When I join my friends in pretend play . . .
I learn to engage in social conversation, to cooperate with my peers, and to experiment with sharing and solving problems.
- When I play with recycled food containers . . .
I learn to recognize familiar word labels (*Cheerios*) in a meaningful context.
- When I sort playthings to be put away at clean-up time . . .
I learn to understand the mathematics of simple classification tasks.

In The BLOCK CORNER, I Play To Learn . . .

- When I balance one block on top of another to build my tower tall . . .
I learn to control and coordinate my eyes and my hands.
- When I spend a long time working on my building . . .
I learn to select, plan, and work constructively on a project, to sustain my attention to a task, and to feel pride in my work.
- When I negotiate with my friends about where and how to build our road . . .
I learn to share ideas and materials, to use language effectively to solve problems, and to work and plan cooperatively with others.

When I carefully examine and admire my friend's construction . . .
I learn to respect another's property and work.

When I build a bridge . . .
I learn about spatial relationships and physical properties like size and weight, as I solve spatial, structural, and balance problems.

When I look for two short blocks to match one long one . . .
I learn to understand simple mathematical concepts of measurement and number.

When I put the blocks away on labeled shelves . . .
I learn to use size and shape concepts to match, sort and classify objects in sets, which are important concepts in mathematical reasoning.

In The MANIPULATIVES CENTER, I Play To Learn . . .

When I use the diverse and interesting materials in this center . . .
I learn to make choices and to develop skills in eye-hand coordination and problem-solving.

When I look for the piece that will fit in my puzzle . . .
I learn to develop skill in visual perception and shape recognition, by putting parts together to make a whole..

When I carefully add each piece to my puzzle . . .
I learn to develop habits of perseverance, patience, and concentration.

When I work hard to finish my puzzle . . .
I learn to have self-esteem and confidence in my growing ability to solve problems.

When I string beads of different colors and shapes. . .
I learn about the mathematical concept of patterns that I can copy, extend, or create.

When I put one peg in each hole of the pegboard . . .
I learn about the number concept of one-to-one correspondence.

When I play a sorting game . . .
I learn to recognize differences and similarities and to classify things by size, weight, shape, and color.

In The SENSORY TABLE, I Play To Learn . . .

When I pour water from one container to another without spilling . . .
I learn to coordinate my hands and my eyes and to use my small muscles well for self-help skills.

When I add soap to the water to make it bubbly . . .
I learn to explore and to develop a scientific interest and curiosity about things in nature and how they change.

When I pour water in a boat to make it sink . . .
I learn more about the science of causes and effects.

When I scoop and pour sand . . .
I learn beginning mathematical concepts of measurement, quantity (*more*), and volume (*full, empty*).

When I build tunnels and roads in the sand . . .
I learn to express and represent my ideas in my work.

When I mix water with the sand . . .
I learn to pursue the science of examining natural substances, noting their physical properties, and experimenting with changes in those properties.

When I play beside my friends . . .
I learn to develop skills in social conversation and interaction.

When I wash my hands after sand and water play . . .
I learn to develop good health and cleanliness habits.

In The ART CENTER, I Play To Learn . . .

When I snip paper with scissors . . .
I learn to coordinate the movements of two hands.

When I scribble and draw with markers and crayons . . .
I learn to hold and manipulate writing and drawing tools with increasing control and intention and to express my ideas and feelings.

When I create a painting at the easel . . .

I learn about math and science concepts of shape, texture, form, and color, and about how my mind and my hands work together to create.

When I build a large papier mache dinosaur with my friends . . .

I learn to work cooperatively to plan and execute a project and to show pleasure in collaborative achievements.

When I use glue and collage materials to create an original work of art . . .

I learn to learn by investigating, experimenting, and taking risks.

When I use my fingers and paint to make a picture . . .

I learn to explore the simple science of recognizing changes that occur when colors mix.

When I squeeze and pound and roll and cut playdough . . .

I learn to strengthen the small muscles of my hand and to develop basic mathematical concepts of shape and measurement.

In The LIBRARY CORNER, I Play To Learn . . .

When I turn the pages of a book . . .

I learn to handle books with care and to follow the sequence of a story from beginning to end.

When I hear a teacher reading a story . . .

I learn to listen, to exercise my imagination, to expand my vocabulary, and to appreciate the importance and enjoy the pleasures of reading books--a love for reading that will continue to grow over a lifetime.

When I answer questions about "what might happen next?" . . .

I learn to comprehend the sequence of ideas in a story and to use reasoning to anticipate upcoming events.

When I use the flannel board or puppets to retell a story . . .

I learn to understand, recall, and relate simple story themes and details.

When I "read" a favorite picture book to a doll . . .

I learn to interpret pictures to predict what is happening in a story and to become increasingly interested in words and print.

When I dictate my own story for a teacher to record . . .
I learn to create stories to express my own ideas and feelings and to
associate print on a page with spoken words or "talk written down."

In The SCIENCE DISCOVERY CENTER, I Play To Learn . . .

When I examine and sort the natural objects on display . . .
I learn to observe, identify, compare, contrast, and classify objects.
using concepts such as size, weight, color, and texture.

When I use tweezers to study small specimens under a magnifier . . .
I learn to coordinate the muscles of my hands and my eyes.

When I ask my teacher about some new additions to the science table . . .
I learn to develop curiosity, to expand my vocabulary, and to use
language to gain information about the world.

When I play with the balance scale and an assortment of things from nature. . .
I learn to solve problems through investigation, experimentation, and
risk-taking.

When I plant seeds in a cup and measure their progress over time . . .
I learn to appreciate the wonders of science, to observe and record
changes over time, and to reason about cause and effect.

When I participate in the care and feeding of our classroom pet . . .
I learn to develop an interest in learning about animal habits and
environments and an ability to nurture.

When I participate in a classroom recycling project . . .
I learn to appreciate and respect the environment and to develop good
habits of conservation and caring.

OUTDOORS, I Play To Learn . . .

When I get ready to go outside . . .
I learn to manage self-help tasks with greater independence and to
master the motor skills needed to dress myself.

When I play and climb on the equipment outdoors . . .
I learn to use my energy in a constructive way and to feel confident in
my ability to take on and master more challenging physical feats.

When I kick, throw, and catch a ball . . .

I learn to balance and coordinate the movements of my eyes, my hands, my arms, my legs, and my entire body.

When I sometimes wait for a turn on the swing . . .

I learn to be assertive about my rights, to negotiate for my needs and to adjust to the group's needs by waiting, sharing, or taking turns when necessary.

When I carefully steer my tricycle along the bike path . . .

I learn to be aware of the space needed for me to move about and of the rules pertaining to the safety and well-being of myself and others.

When I play "Red Light" or "The Farmer in the Dell" with my friends . . .

I learn to understand and enjoy some games with simple rules.

When I notice the changing leaves outside . . .

I learn to sharpen my observation skills and to develop a rudimentary understanding of the science of seasonal qualities and changes.

At GROUP TIME, I Play To Learn . . .

When I contribute my ideas to a group discussion . . .

I learn to use language purposefully to explain, to express and exchange ideas and feelings, and to gain information.

When I listen to my friends without interrupting . . .

I learn to be considerate of the rights of other children and to adapt my own needs to the needs of others in the group, by sometimes taking turns or sharing attention.

When I participate in talking about the activity choices of the day . . .

I learn to understand the general time sequence of the day and to make decisions and plan for activities and projects.

When I join in a fingerplay . . .

I learn to memorize the words and to enjoy and experiment with the language of rhymes.

When I play "Simon Says" in the group . . .

I learn to listen with care, to follow verbal directions, and to imitate the actions of others in group games.

When I sing a song with my friends . . .

I learn to appreciate the diverse sounds of music, to move in time to its rhythms, and to build my auditory memory of words and melodies.

At The CHOICE BOARD, I Play To Learn . . .

When I survey the day's choices to select an activity . . .

I learn to consider an array of possibilities, to make decisions based on my interests and preferences, and to plan how to spend my time constructively during free choice periods.

When I notice the number of children who may play in a particular area . . .

I learn to increase my understanding of number concepts and counting operations and to respect the needs and choices of others by sometimes waiting or taking turns.

When I use my name card to show my activity choice . . .

I learn to recognize my own name in print and to use picture and word symbols to represent my activities.

When I decide with my friend to choose a center where both can play . . .

I learn to develop strategies for successful peer interactions, by including others in my play and solving problems through negotiation.

When I finish my play in one center and return to make another choice . . .

I learn to view myself as a competent learner and to organize my activities from start to finish, from planning to execution to clean-up.

When I use the choice board every day . . .

I learn to work well independently and to observe a set of clear, consistent rules established for the group.

The Tree of life Preschool Developmental Profile

Child's Name _____

This developmental profile is designed to describe some of the experiences of young children ages 3 and 4 years old. Because each child is an individual with a unique pattern and pace of development, the profile is NOT intended to represent a rigid timetable. We hope you will use your child's developmental profile to appreciate his/her growing mastery of certain concepts and skills, and to anticipate some of the possibilities that will unfold as he/she continues to develop and grow.

Reading the profile: The profile is broken down into 6 areas (Motor Development, Social-Emotional Well Being, General Cognitive Development, Language Development, Arts and Creative Expression, and Pre-academic Development). Within each area you will find a number of skills listed. If your child has shown evidence of mastering a skill in the classroom, that skill will be marked with the date of assessment. Please keep in mind that it is not uncommon for children to exhibit some skills at home before exhibiting them in the classroom. Also remember that we are with your children less than 10 hours per week, so it is natural that there may be some skills that you have seen them exhibit that we have not.

Motor Development

_____ Pursues and engages confidently and successfully in large muscle skill activities.

_____ Demonstrates adequate balance and coordination of arms, legs and entire body.

Engages with success in small muscle or eye-hand activities such

_____ Uses small muscles for self help skills like pouring without spilling, washing hands unassisted, etc.

_____ Uses writing and drawing tools with increasing control and intention (makes nonrepresentational drawings, makes very large and bold strokes in writing, may print a few letters of inconsistent size).

_____ Relaxes body in quiet or sedentary situations although body is often in constant motion.

Social-Emotional Well Being

_____ Seems secure and comfortable within both active and quiet times.

_____ Has good self esteem.

_____ Expresses affection and accepts affection from others.

_____ Is beginning to exert self-control of strong emotions by demonstrating acceptable behavior in the face of difficulty or frustration.

_____ Maintains flexibility in the face of changes or difficulties.

_____ Makes needs and desires known in an acceptable fashion.

_____ Is sensitive to praise and blame (responds with pride when praised, can handle correction of behavior with grace).

_____ Generally has positive interpersonal involvements and some beginning friendships (plays cooperatively with peers).

_____ Accepts and cooperates with rules and with requests based upon rules.

_____ Plays with peers with satisfaction and generally enjoys the peer interaction.

_____ Is interested in and ready for group activities (is comfortable in a 10-15 minute story).

_____ Adjusts to the group's needs by waiting, sharing, and taking turns when necessary.

General Cognitive Development

_____ Attends to and comments upon people, events, materials and various features of the environment.

_____ Recognizes differences and similarities in the qualities experienced via the senses (can compare and describe).

_____ Selects and works constructively at tasks that meet his/her interests.

_____ Perceives and describes relationships between objects and events (small and large, first and last, spatial relationships).

_____ Demonstrates memory for past events or specific learning activities.

_____ Performs some matching, sorting, classifying and seriating operations.

_____ Anticipates or predicts consequences of events and activities.

_____ Expresses some reasoning and thinking of causes and effects as they relate to everyday encounters.

_____ Describes family members.

_____ Assumes responsibility for personal belongings and personal routines.

Language Development

_____ Enjoys language and may talk and ask questions fairly constantly.

_____ Enjoys social conversation: initiates and responds verbally to others

_____ Uses simple and compound sentences, generally with acceptable sentence structure.

_____ Displays a good knowledge of words, labels, and concepts (describes).

_____ Uses language purposefully to explain and express feelings and ideas and to gain information.

_____ Shows evidence of anticipating events and making judgements within activities and stories.

_____ Relates some story themes to content.

_____ Talks about past, future, probable or wishful events.

_____ Experiments with "silly language" in rhymes, jokes or nonsense phrases.

Arts and Creative Expression

_____ Expresses own ideas in art work and labels own creations.

_____ Enjoys experimenting with new materials and participates in a wide variety of creative activities.

_____ Utilizes art and sensory materials and comments about the process or the product produced.

_____ Is beginning to represent real people, events or objects in artwork.

_____ Demonstrates interest in learning songs or engaging in musical activities.

_____ Creates some stories with dolls, buildings, blocks, vehicles, etc.

Pre-academic Development

_____ Recognizes letters that have been introduced in the classroom by sight.

_____ Recognizes the sounds that correlate with the letters introduced in the classroom consistently.

_____ Holds a writing utensil with the correct grip.

_____ Shows an interest in reading or being read to.

_____ Demonstrates an interest in examining natural objects and substances and notes their physical properties.

_____ Understands weather and seasonal qualities and changes.

_____ Recognizes chemical changes and principles in activities such as cooking and painting (mixing ingredients or color).

_____ Is beginning to understand some time relationships (month, how many days in a week, yesterday, today, tomorrow, etc.).

_____ Demonstrates interest in recognizing own name in print.

_____ Understands simple measurement concepts regarding quantity (more but not less) with containers.

_____ Understands some number concepts and counting operations up to 5.

_____ Understands some number and counting operations from 5 to 10.

_____ Understands some number and counting operations beyond 10.

COMMENTS

The Tree Of Life Nursery School
Health Care / Illness Policy

In our effort to protect all children from contagious illness, The Tree Of Life Nursery School has developed the following health care/illness policy.

If your child has the following symptoms we ask that you keep your child at home to prevent the spread of contagious illness. If your child comes to school with the following symptoms, we will have to ask you to please keep your child home for that school day. This is to help prevent contagion of the other children and to provide comfort to your child. Your child must be kept home for 24 hours (without symptoms) before returning to school.

- **Temperature of 100 degrees Ax (under the arm) accompanied by other symptoms**
- **Vomiting**
- **Diarrhea or loose stools inconsistent with usual bowel movements**
- **Any suspicious rash**
- **Colored nasal discharge (if transmission can not be controlled)**
- **Any known contagious illness**
- **Any symptoms requiring one-on-one care and/or causing severe discomfort**
- **Any illness accompanied by open, oozing bacterial infections**

When returning your child to school please remember:

- **A child must be free from fever, vomiting and diarrhea for 24 hours (without symptoms) before returning to the classroom.**
- **Any child prescribed an antibiotic must take it for 24 hours before returning to school.**
- **Any contagious illness (such as chicken pox, strep, coxsackie, etc.) requires a doctor's statement that the child is not contagious prior to returning to school.**
- **A child must be able to participate in all activities upon return (including outdoor time!)**

SNACK SUGGESTIONS

You can help us try to make our snacks more nutritious in the following ways:

When you bring snack, please stay away from things containing mostly sugar (check the label) for example: most store bought cookies, check the list for other suggestions. We will be doing some cooking this year. Check with teachers when it is your turn to be helping parent so you will know what to bring.

FRESH FRUITS - Apples, oranges, bananas, apricots, plums, berries, pineapple chunks, raisins, melon, tangerines, tangelos, pears, grapes.

RAW VEGETABLES - Carrots, celery (plain or stuffed with peanut butter or cream cheese), cucumbers, green peppers, cherry tomatoes. Veggies with dip - usually a favorite.

POPCORN

CRACKERS & PRETZELS - Saltines, Graham, Ritz, etc. - plain or spread with peanut butter, jelly, cream cheese, cheese, butter.

CHEESE - Cubes of swiss, cheddar, american, etc.

HOMEMADE COOKIES - Peanut butter, oatmeal, granola, gingerbread, molasses, etc.

PUDDINGS - Vanilla, chocolate, butterscotch, banana, etc.

YOGURT - With fruit or as Popsicle's

SANDWICHES - Peanut butter, tuna, ham, etc. - cut into quarters.

JELLO

APPLESAUCE

BREADS - nut bread, muffins, etc.

CUSTARDS

*** On your child's birthday, you may bring cupcakes, cake or a special treat. We will provide a birthday hat and will sing to the child.

Please check allergy list before serving snacks. Graham crackers will be available for children not able to eat the snack of the day.