

Early Learning Academy

Schedules

ELA

August 1st, 2008

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Possible Daily Schedule at ELA

6:45 – 8:30 Early Drop-off

Children will be eating breakfast, playing quietly with materials in the room, watching an educational cartoon or show, and/or sleeping.

8:30- 8:45 Morning Meeting at Home Corner

Meet and greet, go over schedule of the day, weather, days of the week, attendance ... all done through song and tactile schedules, visuals and calendars. Brain Age stretches can be done here as well.

8:45 – 9:30 Tumble Time

Kids will either be brought outside for physical activity or if in inclement weather, be allowed to use the tumble equipment inside. Indoor activities should also be presented as choices predetermined by adults, kids picking where and what they would like to do. IE scooters, racing, ball pit, snake tunnels, indoor tricycles, tag games, basketball, soccer, etc. Would be helpful to look at an occupational therapy catalogue for equipment that will target sensory needs.

This may also include yoga.

9:30-9:45 Munchy Moments (snack time)

As a group sit down at the table and eat snacks, kids help with set-up and clean-up.

9:50-10:00 Home Corner

Present the choices for centers (at least 4) on visual and mobile board (based on information gathered on children's interests) Each center will be briefly described with the rules for being safe. (This can be sung) Kids can then pick the centers they wish to start at. Projects that are occurring will also be discussed and reviewed.

10:00 – 11:30 Choosy Choices (center time)

Kids can go to whatever center they choose, they will rotate between the centers. (number of children allowed at a center will be pre-determined) Teachers are at this time gently observing, guiding and recording information based on what the children are doing. It is here where our most vital information will be gained for future projects, centers, etc.

And

Project Express

It is at this time when the teachers will be breaking up into the kids interest groups for projects. This is where the kids will be allowed to explore a particular area/subject with the guidance of the teacher. These projects can be done in small groups, partners, or individually. It is here where the kids really get to delve deeply into an area of interest using any means necessary. (ie through art, dramatic play, building blocks, music, etc.)

11:45 – 12:30 Lunch n' Chat

This should be seen as an extremely important time for the children as well as the adults. Everyone will gather and eat together (including adults) at a table with real tablecloths, dishware and utensils. Everyone eats together and talks together as a "family" and prepares and/or cleans-up together.

12:30 – 2:30 Slumber Sloo

This will be the time the children are napping, resting or playing quietly on their sleep area. Soft music, dimmed lights, little interaction. Kids are never forced to sleep, only encouraged.

2:30 – 2:45 Munchy Moments (snack time)

As a group sit down at the table and eat snacks, kids help with set-up and clean-up.

2:50 – 3:00 Home Corner

The new center will be reviewed with the children as well as the projects that certain children will be participating in. Once again rules for transitions and safety are reviewed.

3:00 – 4:15 Choosy Choices and Project Express

Once again children are choosing the centers they wish to start at and then rotating through the centers. The second set of projects and children involved in them will be working at this time as well.

4:15 – 4:30 Home Corner for Friendly Hugs

This is where we all gather to say goodbye. It will be a time for kids to share their experiences from the day, see what they made, sing songs of goodbye, and gather their things.

4:30 – 7:00 After School Program

Many different activities will be provided at this time. From 4:30 – 5:00 will be another MUNCHY MOMENTS as well as a HOME CORNER to discuss the activities of the afternoon.

4:30 – 4:45 Munchy Moments (snack time)

As a group sit down at the table and eat snacks, kids help with set-up and clean-up.

4:45- 5:00 Free Play

Kids can wander around and partake in a supervised free play.

5:00 – 6:00 Dancing Divas or Basketball

Dancing Divas: A dance class using different types of styles ... ballet, hip-hop, tap, or jazz.

Basketball: A gym instructor comes in to teach basketball to the children.

6:00 – 7:00 T-ball or Tumbling Tots






T-Ball: An instruction on how to play t-ball, and modified version of baseball for toddlers.

Tumbling Tots: Children are able to use tumbling equipment and mats to delve into toddler gymnastics and stretches.






Possible General Weekly Schedule for ELA – Centers will be aligned with Monthly Theme from Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choosy -Center Choices</p> <p>* Every center can be offered everyday. However, if there is great interest in a particular center on a given day, then that center can be repeated and another taken out.</p>	<p>Morning Centers</p> <ol style="list-style-type: none"> 1. Art Alive 2. Reading Nook 3. Techno Turvy 4. World of Wonder <p>Afternoon Centers</p> <ol style="list-style-type: none"> 1. Cozy Corners 2. Busy Builders 3. Writing Wizards 4. Math Madness 	<p>Morning Centers</p> <ol style="list-style-type: none"> 1. Cozy Corners 2. Reading Nook 3. Math Madness 4. Techno Turvy <p>Afternoon Centers</p> <ol style="list-style-type: none"> 1. Art Alive 2. Busy Builders 3. Writing Wizards 4. World of Won. 	<p>Morning Centers</p> <ol style="list-style-type: none"> 1. Art Alive 2. Writing Wizards 3. Busy Builders 4. Math Madness <p>Afternoon Centers</p> <ol style="list-style-type: none"> 1. Reading Nook 2. Cozy Corners 3. World of Wonder 4. Techno Turvy 	<p>Morning Centers</p> <ol style="list-style-type: none"> 1. Techno Turvy 2. Busy Builders 3. Math Madness 4. Cozy Corners <p>Afternoon Centers</p> <ol style="list-style-type: none"> 1. Reading Nook 2. Art Alive 3. World of Wonder 4. Writing Wiz. 	<p>Morning Centers</p> <ol style="list-style-type: none"> 1. Reading Nook 2. Techno Turvy 3. World of Wonder 4. Art Alive <p>Afternoon Centers</p> <ol style="list-style-type: none"> 1. Math Madness 2. Cozy Corners 3. Busy Builders 4. Writing Wiz.
<p>Project Express</p> <p>*This is just a possible way projects might go This will be based entirely on child interest and direction. This information will be gathered from choosy choices.</p> <p>Projects may last as long as a month or as short as a week.</p>	<p>Morning Projects <u>Plants and Flowers</u> Kids go around academy and outside to find, collect and photograph plants and flowers.</p> <p>Afternoon Projects <u>Water, Water</u> Kids can explore water in the water table using different toys and cups.</p>	<p>Morning Projects <u>Colors Everywhere</u> Kids listen to a picture book about colors and then pick their favorite color and mix paints to get that color to paint with it.</p> <p>Afternoon Projects <u>Instrument Medley</u> Kids can play with a variety of instruments to test their sounds and properties.</p>	<p>Morning Projects <u>Plants and Flowers</u> Kids put the plants into like color or property categories and then draw their interpretation of their favorite.</p> <p>Afternoon Projects <u>Water, Water</u> Kids try and fill different size tubes or objects with water to see the different shapes water can take on.</p>	<p>Morning Projects <u>Colors Everywhere</u> Kids go around academy with their color painting and try and find all the things that match that color.</p> <p>Afternoon Projects <u>Instrument Medley</u> Kids make instruments using art materials. Ie. A drum. The children then get to play with their instrument.</p>	<p>Morning Projects <u>Plants and Flowers</u> Kids plant their own flowers or plants to be placed in windowsills where they can observe and track their growth.</p> <p>Afternoon Projects <u>Water, Water</u> Kids can test which toys will sink or float. Using a large group tally graph, with tactile pictures of toys, the kids can track which ones sink and which ones float.</p>
<p>After-school Activities</p>	<p>5:00 – 6:00pm <i>Dancing Divas or Basketball</i></p> <p>6:00 – 7:00pm <i>Tumbling Tot or T-Ball</i></p>	<p>5:00 – 6:00pm <i>Future Mozart’s or Soccer</i></p> <p>6:00 -7:00pm <i>Hindi-Baby Yoga or . Dance</i></p>	<p>5:00- 6:00pm <i>Music n’ Moves or Crafty Kids</i></p> <p>6:00- 7:00pm <i>Swimming Lessons</i></p>	<p>5:00 – 6:00pm <i>Dancing Divas or Basketball</i></p> <p>6:00pm – 7:00pm <i>Tumbling Tot or T-Ball</i></p>	<p>5:00 – 6:00pm <i>Crafty Kids or Music n’Moves</i></p> <p>6:00 – 7:00pm <i>Soccer or Future Moz.</i></p>






Possible Monthly Schedule For 5 Year Olds - these themes will be addressed in the centers such as reading, writing, math, science, etc. Please refer to weekly sample.

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<div style="border: 3px double black; padding: 10px; width: fit-content; margin: auto;"> January 2009 </div>		<u>Monthly Theme</u> Winter Is Here 	Library Books all about winter will be available in the library for group readings.	1 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> New Years Academy Closed </div>	2	3
4 <u>Weekly Topic</u> What is Snow? 	5 What does snow look like, feel like and taste like? Vocab: cold, wet, freezing, tasteless	6 How is snow made? Vocab: weather cycle, atmosphere, precipitation	7 What are the properties of snow? Vocab: snowflakes, water, molecules	8 What is a snowflake? Vocab: symmetry, unique, design	9 What do we now know about snow? Vocab: REVIEW ALL TERMS	10
11 What animals are found in winter? 	12 Animals in our lives. Vocab: squirrel, rabbits, birds	13 What does it mean to hibernate? Vocab: hibernate, migrate, storage, winter	14 All about Polar Bears Vocab: North and South Pole, Antarctica	15 All about Wolves Vocab: different types of wolves, adaptation, mating	16 All about Penguins Vocab: review	17
18 Cold! Cold! Cold! 	19 Measuring the temperature of different places and things. Vocab: degrees, thermometer	20 How does something freeze? Vocab: ice, snow, frozen, solidify	21 How and why do we stay warm? Vocab: body temperature, Fahrenheit, shelter	22 How do people get colds? Vocab: germs, medicine, colds	23 What did we learn about the cold? Vocab: Review	24
25 What's the Weather Like? 	26 Let's track the weather. Vocab: graph, tally, windy, cold, snowy	27 What are the seasons anyway? Vocab: winter, summer, spring, fall	28 What's the weather like in the winter? Vocab: sun, clouds, crisp, chilly	29 What countries have cold winters and why? Vocab: earth, country, equator	30 What have we learned about winter? Vocab: Review	31






Possible Monthly Schedule For 4 Year Olds - These themes will be addressed in centers such as reading, writing, math, science, etc. Please refer to weekly sample.

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<div style="border: 2px solid black; padding: 10px; width: fit-content; margin: auto;"> January 2009 </div>		<u>Monthly Theme</u> Winter Is Here 	Library Books all about winter will be available in the library for group readings.	1	2	3
4 <u>Weekly Topic</u> What is Snow? 	5 What does snow look, taste and feel like? Vocab: cold and wet, and white	6 Where does snow come from? Vocab: sky, clouds, rain	7 What can we do with snow? Vocab: build, igloos, skiing, sledding	8 What is a snowflake? Vocab: symmetry, design, unique	9 What do we now know about snow? Vocab: REVIEW ALL TERMS	10
11 What animals are found in winter? 	12 What kind of animals can live in the winter around us? Vocab: squirrel, rabbit, birds	13 Where do the animals go in the winter? Vocab: hibernate, migrate	14 All about Polar Bears Vocab: North Pole, South Pole	15 All about wolves Vocab: red wolf, grey wolf, hunting	16 All about Penguins Vocab: review	17
18 Cold! Cold! Cold! 	19 How do we know it is cold? Vocab: Temperature, thermometer, degrees	20 What does frozen mean? Vocab: cold, solid, freeze	21 Why don't people hibernate? Vocab: shelter, warmth, protection	22 How do we get colds? Vocab: germs, medicine, colds	23 What did we learn about the cold? Vocab: Review	24
25 What's the Weather Like? 	26 Let's track the weather. Vocab: graph, tally, windy, cold, snowy	27 What are the seasons anyway? Vocab: winter, summer, spring, fall	28 What's the weather like in the winter? Vocab: sun, clouds, crisp, chilly	29 How does winter change the way it looks outside? Vocab: pine trees, bare trees, grey	30 How does weather affect us? Vocab: Review	31

Possible Monthly Schedule For 3 Year Olds - These themes will be addressed in centers such as reading, writing, math, science, etc. Please refer to weekly sample.

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<div style="border: 2px solid black; padding: 10px; width: fit-content; margin: auto;"> January 2009 </div>		<u>Monthly Theme</u> Winter Is Here 	Library Books all about winter will be available in the library for group readings.	1	2	3
4 <u>Weekly Topic</u> What is Snow? 	5 What does snow look like? Vocab: white, fluffy	6 What does snow feel like? Vocab: cold, wet	7 Where does snow come from? Vocab: clouds, sky	8 What can we do with snow? Vocab: play, build snowmen, sled	9 Do you like the snow? Why? Vocab: REVIEW ALL TERMS	10
11 What animals are found in winter? 	12 What animals do you see in the winter? Vocab: birds, squirrel	13 Where do the other animals go? Vocab: hibernate, store, caves	14 All about Polar Bears Vocab: white, furry, ice	15 All about Wolves Vocab: grey, red, hunters	16 All about Penguins Vocab: Review	17
18 Cold! Cold! Cold! 	19 How do you know it is cold outside? Vocab: icy, snowy, jackets	20 How do we stay warm? Vocab: mittens, gloves, scarves, jackets	21 What happens to the water in winter? Vocab: ice, frozen, lake	22 What is a cold? Vocab: germs, tissues	23 What do we know about the cold? Vocab: Review	24
25 What's the Weather Like? 	26 What's the weather like outside? Vocab: chilly, cold, windy	27 What are the seasons anyway? Vocab: summer, spring, fall and winter	28 How do people dress in the winter? Vocab: bundle, warm, protection	29 What does it look like in the winter? Vocab: white, brown, empty	30 Do you like the winter weather? Vocab: review	31

Possible Schedule For 2 Year Olds - These themes will be addressed in centers such as reading, writing, math, science, etc. Please refer to weekly sample.

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<div style="border: 2px solid black; padding: 5px; width: fit-content; margin: auto;"> January 2009 </div>		<p style="text-align: center;"><u>Monthly Theme</u></p> <p style="text-align: center;">Winter Is Here</p> 	<p>Library</p> <p>Books all about winter will be available in the library for group readings.</p>	1	2	3
<p>4</p> <p><u>Weekly Topic</u></p> <p>What is Snow?</p> 	<p>5</p> <p>What does snow feel like?</p> <p>Vocab: cold, wet</p>	<p>6</p> <p>What color is snow?</p> <p>Vocab: white</p>	<p>7</p> <p>What are clouds?</p> <p>Vocab: fluffy, sky</p>	<p>8</p> <p>What can we do with snow?</p> <p>Vocab: snowmen, snowball</p>	<p>9</p> <p>Do you like snow?</p> <p>Vocab: REVIEW ALL TERMS</p>	10
<p>11</p> <p>What animals are found in winter?</p> 	<p>12</p> <p>What is a squirrel?</p> <p>Vocab: small, bushy tail, acorn</p>	<p>13</p> <p>What is a bird?</p> <p>Vocab: wings, fly, feather</p>	<p>14</p> <p>What is a polar bear?</p> <p>Vocab: big, fish, icy water</p>	<p>15</p> <p>What is a wolf?</p> <p>Vocab: fast, fur, sharp teeth</p>	<p>16</p> <p>What is a penguin?</p> <p>Vocab: Review</p>	17
<p>18</p> <p>Cold! Cold! Cold!</p> 	<p>19</p> <p>What does cold feel like?</p> <p>Vocab: icy, chilly</p>	<p>20</p> <p>What is a jacket for?</p> <p>Vocab: zipper, buttons, body</p>	<p>21</p> <p>What is a mitten for?</p> <p>Vocab: hands, warm</p>	<p>22</p> <p>What is a scarf for?</p> <p>Vocab: long, neck</p>	<p>23</p> <p>What is a cold?</p> <p>Vocab: sneeze, tissue, cough</p>	24
<p>25</p> <p>What's the Weather Like?</p> 	<p>26</p> <p>What's it like when it's cold?</p> <p>Vocab: icy, snowy</p>	<p>27</p> <p>What's it like when it's hot?</p> <p>Vocab: sunny, flowers</p>	<p>28</p> <p>What's it like when it's rainy?</p> <p>Vocab: rain, clouds</p>	<p>29</p> <p>What's it like now?</p> <p>Vocab: chilly, cold</p>	<p>30</p> <p>What weather do you like?</p> <p>Vocab: Review</p>	31

Possible Weekly Content Schedule Sample for 4 Year Olds(as based on week of January 5-9)

THEME: Winter is here!	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choosy Choices *the following centers will reflect the content of each day and how it is discussed in each center.</p> <p>* Not all centers are reflected here. The other centers are still offered. Depending on the topic other centers will lend themselves better. Kids will still have time to explore the center on their own, after the activity is completed.</p>	<p>Reading Nook: Read the book “White Snow, Bright Snow” –Alvin Tressle, a book about what snow looks like. Writing Wizards: Draw pictures of snow and write about what it looks like, tastes like, feels like. (Can be dictated writing) Math Madness: Count the number of snowballs you find ... World of Wonder: Make and/or feel snow and describe it using the senses. Art Alive : Make paintings of snow using paint and glitter.</p>	<p>Reading Nook: Listen to the reading of “Snow” by Marion Duane Bauer, a book about where snow comes from. Writing Wizards: Practice writing the words: <i>snow, cloud, snowball</i> Math Madness: Go outside and measure how deep the snow is with rulers (if no snow, create paper snow and measure) World of Wonder: Make frost on the window, science experiment. Art Alive: Using cotton balls, make large snow clouds to be hung around room.</p>	<p>Reading Nook: Listen to the reading of “Corduroy’s Snow Day” by Dan Freeman. Writing Wizards: Draw a picture about what you do on snow days and write about it. (simple sentence or dictated) Math Madness: How many more snowballs do I need to make a snow man? Basic subtraction, 1-1 correspondence. World of Wonder: Make snow cones. Kids have to follow a recipe and measure. (simplified) Art Alive: Using white clay or moldable foam kids can make snowmen.</p>	<p>Reading Nook: Read the book, “Millions of Snowflakes” by Mary McKenna Siddals, a book about snowflakes. Writing Wizards: Draw a snowflake and write about it. Math Madness: How many snowflakes do me and my friend have together? (basic addition number stories) World of Wonder: Make symmetrical shapes; look at snow under a microscope. Art Alive: using washable white paint, kids can paint snowflakes onto the windows OR make cutout snowflakes.</p>	<p>Reading Nook: Read the story “Snow” by Uri Schulevitz, a book all about snow. Writing Wizards: Make a book about snow using pictures and words. Math Madness: Put together puzzles of winter scenes. World of Wonders: Go out and take pictures of snow with polaroids. Kids then sort the pictures. Art Alive: using sugar cubes, kids can build igloos.</p>
<p>Weekly Topic What is snow?</p>	<p>Daily Topic What does snow look, taste, and feel like?</p>	<p>Daily Topic Where does snow come from?</p>	<p>Daily Topic What can we do with snow?</p>	<p>Daily Topic What is a snowflake?</p>	<p>Daily Topic What do we now know about snow?</p>
<p>Project Express</p>	<p>Refer to general weekly outline.</p>				
<p>After – School Activities</p>	<p>Refer to general weekly outline.</p>				

After School Program

The ELA feels it is important to offer enrichment opportunities for children to explore athletics, dance, music and art. The after school program will offer classes taught by experts in the field as well as classroom teachers.

The ELA believes that children should have an opportunity to participate in experiences that may not be found in the classroom. If children are exposed to different experiences, then they will be more likely to find and then foster a talent that can follow them into adulthood.

Among the possible choices for classes in the after school program are:

Dancing Divas

This will be a dance class offering a range of styles such as hip-hop, ballet, tap and jazz.

Traditional Hindu Dance

Since it is likely that a large part of our child population will be of Indian descent, we would offer classes that taught traditional Hindi dance.

Tumbling Tots

This would be a tumbling course designed for young children. It would be a form of baby gymnastics. Especially good for gross motor development.

Future Mozart's

This would be a class to teach piano or keyboard lessons. Children would be taught the basics of playing and reading music.

Crafty Kids

This would be an art class. Kids would be able to take classes in painting, clay and drawing.

Music n Moves

This class would be diving into the world of music and movement. Kids would sing songs, play instruments, and move to the rhythm of the music.

Swimming Lessons

Perhaps this can be outsourced to a public pool or gym with a licensed instructor.

Basketball

Kids would learn the basics of dribbling, passing, and shooting as well as the rules of the game. They would practice on hoops fit to their height.

Soccer

Kids would learn how to kick, guard, and play soccer.

T-Ball

T-ball is simply the toddler version of baseball. Kids hit the ball from a T-stand. The children would learn how to hit, pitch and catch. They would also learn the basics of baseball.

The activities would be offered on a rotating basis... four classes are offered each day, so parents and children have flexibility of choice.

ELA Summer Program

It is the belief of the Early Learning Academy that learning should never stop. Learning happens best when fun is involved. Keeping with the philosophy of the school, we will provide many opportunities for children to learn and play during the summer.

While still following the schedule for choosy choices and projects, children will also have the additional opportunity to delve into athletics, music and art. Afternoon sessions will offer such classes as: painting, photography, sculpture, dance, sport, swimming and karate.

We will go on weekly field trips to museums, parks and other amusements.

As long as children are engaged, having fun and interested, learning will never stop.