



Program Information

Carol Schoke Early Childhood Center

Temple Israel

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Philosophy

The Carol Schoke Early Childhood Center creates a warm, loving and accepting place in which every child learns and thrives. Our play-based instruction opens multiple pathways to participation and authentic learning experiences. Classroom routines encourage active involvement, experimentation and reinforcement, while the curriculum is designed to balance structure with free choice, and active times with quiet ones.

Learning about your child is a priority for every member of our staff, because we know that children grow at different paces. Instruction is tailored to each child, so learning can be more meaningful, significant and joyous. Our child-centered and teacher-framed classroom experiences develop social and emotional, physical, cognitive and creative skills. Learning is meant to emphasize the process rather than the product, which fosters a sense of accomplishment and pride.

Most important, we recognize that parental involvement is key to a child's success in school. Our staff will partner closely with you to enhance your child's experience, building that partnership and communicating effectively with you is emphasized every day.

Our Curriculum

We use your child's interests and prior knowledge to individually tailor learning experiences. We take an eclectic approach to the curriculum, incorporating current research with time proven methodology. Early childhood developmentally appropriate curriculum is carefully planned and guided integrating proven theories such as scaffolding (Vygotsky), which applies children's prior experience and knowledge to the daily and weekly plans and projects. Provocations set the stage for questioning and exploration of a given topic, while documentation highlights the process and collaboration of the children's work (Reggio Emilia). The classroom environment and layout are guided by the principles of Multiple Intelligence (Gardner). The materials and

learning centers in each classroom are chosen in response to the full range of multiple intelligences. Musical/kinesthetic (classroom music, rhyming, yoga), interpersonal (morning meeting, library corner), visual/spatial and logical/mathematical (manipulatives, block building) learning are all facilitated and encouraged in the classroom learning centers. Projects (Lillian Katz, the Project Approach) begin with brainstorming sessions, which allow each child to pose questions and guide the scope and direction of his or her learning, while allowing the teacher to assess prior knowledge and experience. Knowledge of a specific topic will deepen as skills are introduced or further developed. Questioning, risk taking and problem solving are all explored and documented through scientific inquiry aligned with early childhood learning (STEM). The children draw, measure, write, read, listen, discuss and problem solve in order to complete projects. In-depth investigations will challenge your child's thinking and further stimulate his/her development. The playgrounds and outside space are our "outdoor classroom" and central to the curriculum. The children explore and play outside daily, as weather permits. Our staff evaluates children throughout all these processes to track learning and expand interests.

The curriculum goals of the Early Childhood Center are thoughtfully and carefully aligned with the CTEDLS as well as those recommended by the National Association for the Education of Young Children (NAEYC).

CTEDLS

Our curriculum is directly aligned with the State of Connecticut Early Learning and Development Standards (CTEDLS). The ELDS are clear statements and goals for what children from birth through age 5 should know and be able to do across all identified areas of development. These progressions promote:

- Equity for all children by setting high, but developmentally appropriate expectations
- High-quality early learning experiences, by providing clear goals and trajectories of learning
- Provision of individual support, based on each child's growth and development
- Families' understanding of what their children are learning and how they can support them
- Teachers' understanding of age-appropriate content and approaches to children's learning, and;
- Communication across sectors, based upon these common goals for children.

(Re-printed directly from CTEDLS April, 2014)

NAEYC

Having met the Early Learning Program Standards. The Carol Schoke Early Childhood Center at Temple Israel is proud to be accredited by the National Association for the Education of Young Children



Jewish Education

Our curriculum embraces and celebrates the full year of the Jewish calendar. Each week, our most joyous morning is Friday, when we celebrate the coming of Shabbat in the sanctuary with clergy and families. The children learn about Judaism and our culture through books, art activities, cooking, singing and dancing. The value of *tikkun olam* (repairing the world) is modeled and taught through loving acts of kindness towards each other and the larger community. Parents are partners in reinforcing these values and your participation is encouraged.

Our over-reaching goal is that all children move on from the ECC with self-confidence, a sense of caring and responsibility for the world around them and a lifetime love of learning – both secular and Jewish.

Teaching Staff

All classes are staffed by professionally trained lead teachers and assistants, following the licensing requirements of the Connecticut Department of Early Childhood Education. All staff maintain up to date training in CPR, First Aid and safety. Full professional training days are scheduled twice a year to update staff on child development trends and current research, as well as to offer practical methodology for everyday curriculum planning. All staff are carefully selected for their commitment to quality early childhood education as well as their warmth, nurturing and love of young children.

Programs

Twos Program

Children enrolling in the Twos must turn two by December 31. Classes are limited to eight children to ensure individual attention for your child through a low child to teacher ratio. During class, children gather in groups, participate in sensory and creative

experiences, and develop valuable skill sets through dramatic play. Your child will develop socially, emotionally, cognitively, linguistically and physically as a result of these developmentally appropriate learning experiences. Teachers guide and nurture children as they learn how to separate from parent or caregiver.

3-Day Twos; Monday, Wednesday, Friday

*4-Day Twos: Monday, Wednesday, **Thursday**, Friday*

5-Day Twos

9:00 am – 12:00 pm

**Starting in January, Twos stay until 12:30 pm and bring their lunch*

**a minimum enrollment of 6 children is required for 4 and 5 day Twos to commence*

Threes Program

Children enrolling in the Threes must turn three by December 31. Children learn independence and a love of learning. Indoor and outdoor learning experiences promote problem solving, self-regulation, and negotiation skills. Throughout the day, children participate in small group, large group or independent activities, so they can explore and interact with friends in their classroom. Children learn the concept of letters, particularly the letters in their name, as well as a love of and appreciation for reading. Daily activities develop small motor skills to help children draw and write.

5-Day Threes: 9:00 am – 12:30 pm

Fours Program

Our Fours Program is for children who turn four by December 31. Children prepare for kindergarten through our dynamic and developmentally appropriate curriculum that focuses on the whole child. Children receive individualized attention through small group instruction. Curriculum promotes critical thinking and problem-solving skills, while also developing independence and self-esteem. Children create and explore cognitive concepts like math and science. Classrooms rich with literature encourage the understanding of print concepts and letter recognition. Our writing center incorporates a word wall and journaling to promote reading and writing. Upper and lower case letter writing and initial consonant sounds are taught and reinforced through a pre-k writing program. Math concepts are learned through manipulatives promoting one to one correspondence. A rich and varied block area encourages mathematical cause and effect as the children construct and deconstruct intricate structures. Science experiments are documented by the children in their science journals. Daily activities develop small motor skills to strengthen children's abilities to draw and write.

5-Day Fours: 9:00 am – 1:30 pm

After School Enrichment Programs

Our program believes in developing the whole child. We offer opportunities after school to support further learning and growth in those children who are ready to meaningfully participate in a longer day.

Tov Time for Threes

‘Tov’ is the Hebrew word for good, and a good time is had by all in extending the school day until 1:30 pm. Children participate in games, music, movement and literacy programs. Tov Time begins the second week of school and registration follows the “trimester” enrollment of the afternoon enrichment programs.

Tov Time is offered 3 days a week: Tuesday, Wednesday and Thursday

Afternoon Enrichment Programs

Mary Ann Hall's Music for Children and Beyond

Mondays 12:30- 1:30 pm (3s)

1:30-2:30 pm (4s)

Magical Musical Mondays will guide your children to experience everything that is music through their worlds of dramatic and naturalistic musical play. Our award winning Once Upon a Song and Rhythm Stories will lead your children to sing, dance, move rhythms, read rhythms, create, improvise, play a large variety of instruments... and enjoy the FUN -
damentals of music in every class.

Jump Bunch

Tuesdays 1:30-2:30 pm (3s & 4s)

JumpBunch, a non-competitive sports and fitness program for children, is offering a 10 week MultiSport clinic consisting of basketball, bowling, football, volleyball and hockey.

This dynamic clinic will devote two weeks to each sport so that children have the opportunity to learn and practice the fundamentals of each activity. Basketball will focus on dribbling, passing and shooting. Bowling will emphasize eye-hand coordination, accuracy and control. Football will concentrate on catching, throwing, kicking, hiking and making touchdowns. Volleyball will center around passing, setting, spiking, and serving. Hockey will target stick handling, shooting, and passing. JumpBunch will provide every child with their own age-appropriate equipment for each class. Your young athletes will have a ball learning from our specially trained coaches because every JumpBunch

class is loaded with praise and encouragement while also placing a strong emphasis on teamwork.

Super Soccer Stars

Wednesdays 1:30 pm – 2:30 pm (3's & 4's)

Super Soccer Stars teaches soccer skills in a fun, non-competitive and educational environment. Soccer is a venue to nurture, build self-confidence and develop teamwork skills throughout every class. Specially designed curricula utilize positive reinforcement and a low child-to-coach ratio ensures that each child improves at his or her own rate, while having endless fun.

Hip Hop

Thursdays 1:30-2:30 pm (3s & 4s)

Children will learn beginning hip hop dance routines. In a lively program from LeapSmart Creative Movement, children will move and groove to the sounds of funk and street music. Minimum enrollment is 7 children.

Spring Into Summer

Offered three weeks in June - Open to 2s (9:00-1:00), 3s & 4s (9:00-1:30)

This program keeps children active and engaged between the end of preschool and the start of summer. During these fun-packed three weeks, your child participates in a myriad of activities that keeps him/her learning and growing. Activities include: Mad Science, Jump Bunch, Critter Caravan, Music, Creative Movement, Super Soccer Stars and a weekly visit from the ice cream truck.