

The

TYKE PRESCHOOL

Handbook



TALKING FOR YOUNG KIDS EDUCATION

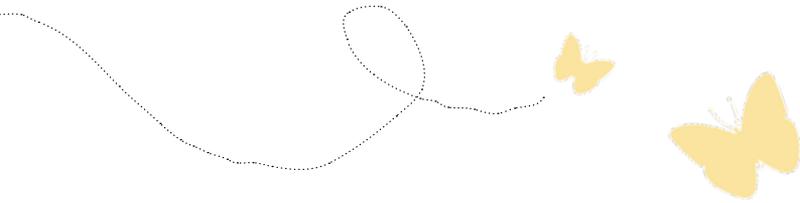
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What is TYKE?

TYKE is an early childhood program serving preschool-aged children. There are 2 classrooms located in the Fillmore Central Elementary in Geneva and one classroom in the Exeter-Milligan Elementary in Exeter, serving children in the ESU 6 area as part of early intervention services. Participating schools include: Fillmore Central, Exeter-Milligan and McCool Junction.

The **TYKE** staff are highly qualified teachers who have specialized training in the early education and language development of young children.

Mission Statement

The Mission of the **TYKE** programs is to provide learning opportunities and supports for young children so they function to the best of their abilities with their families and peer groups.

The experiences in the early childhood program allow the children access to learning tools they need for academic, social, emotional and physical well-being.

WE BELIEVE...

- ▷ All people, including parents, teachers and children, learn from each other.

- ▷ True learning is a permanent internal change that can be observed through changes in academic and social behavior in a variety of settings.

- ▷ Learning opportunities should use the child's strengths to foster social and academic achievement.

- ▷ Learning occurs best when the learners are actively involved and the activity has a purpose to the learner.

- ▷ Communication is a learned behavior that is both verbal and nonverbal.

- ▷ School experiences are only a small part of a child's total life experiences with families, communities and cultures.

PROGRAM GOALS

- ▷ To identify and provide appropriate services to meet the specific learning needs of individual children.

- ▷ To provide child-centered activities to promote social, language, cognitive and motor development of children.

- ▷ To aid in the preparation for and transition to kindergarten and first grade experiences.

Rule 11 & Teaching Strategies Gold

TYKE Preschool meets the Nebraska Department of Education (NDE) requirements for quality preschool programs as outlined in Rule 11. Rule 11 guides program planning and development for all center-based programs serving children age birth to 5 operated by public schools and/or Educational Service Units. As a part of the NDE approval process, our classrooms participate in assessment practices referred to as Results Matter.

Results Matter is a child, program and family outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age 5. Assessments include annual classroom observations and individual learning profiles recorded on an online system called Teaching Strategies GOLD. GOLD measures objectives related to social-emotional, physical, language, and cognitive development as well as content learning in literacy, mathematics, science and technology, social studies, and the arts. The seamless progression of development included in GOLD enables teachers to assess all children at their level, including children with disabilities.

Curriculum Content

Curriculum is a guide used to create opportunities for children for interactions and concept development at different levels. The content is presented in a thematic approach that is child-centered and builds upon how children learn and develop. The content may be the same for all students, but how it is represented and how learning is expected to occur is individualized based upon the developmental level of each child, as well as his/her learning strengths.

A THEMATIC FOCUS TO CURRICULUM AND CONTENT

- ▷ Self - Promoting a healthy awareness of self.

- ▷ Family- sharing experiences to learn about.

- ▷ Environment- experiencing nature throughout changing seasons.

- ▷ Community- learning about people in our communities and the work they do.

CONTENT AREAS FOR LEARNING

The content areas in the **TYKE** curriculum are based upon the Nebraska Early Learning Guidelines and Teaching Strategies Creative Curriculum System. The guidelines state that “quality programs provide a challenging but achievable curriculum, and engage children in thinking, reasoning, and communication with others (preface, page ii). These content areas include:

Social/Emotional

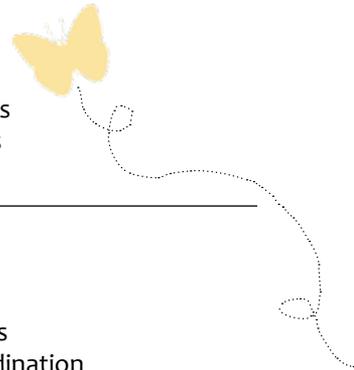
- Regulates Own Emotions and Behaviors
- Establishes and Sustains Positive Relationships
- Participates Cooperatively in Group Situations
- Knowledge of Families and Communities

Physical Development

- Demonstrates Traveling Skills
- Demonstrates Balancing Skills
- Demonstrates Gross-Motor Manipulative Skills
- Demonstrates Fine-Motor Strength and Coordination

Cognitive

- Demonstrates Positive Approaches to Learning
- Remembers and Connects Experiences



Uses Classification Skills
Uses Symbols and Images to Represent
Something Not Present



Literacy

Demonstrates Phonological Awareness
Demonstrates Knowledge of Alphabet
Demonstrates Knowledge of Print and Its Uses
Comprehends and Responds to Books and Other Texts
Demonstrates Emergent Writing Skills

Mathematics

Uses Number Concepts and Operations
Explores and Describes Spatial Relationships and Shapes
Compares and Measures
Demonstrates Knowledge of Patterns



Classroom Climate and Environment

Classroom Climate pertains to the discernible sense that children are valued. The staff in the **TYKE** program accepts each child and their individual learning strengths and unique abilities. The staff demonstrates this by:

- ▷ Focusing on building relationships with students, showing interest in them and their young lives.

- ▷ Positioning themselves on the same level as the children, following the children's lead in the play interactions.

- ▷ Having a positive, energetic attitude that shows their appreciation of the joys of childhood.

Environment involves how the room is arranged and furnished to enhance the learning and socialization of the students. The room is arranged according to the children's developmental needs. This can be seen by:

- ▷ The physical arrangement of the room provides boundaries for children to promote optimum learning opportunities for both individual and group play activities.

- ▷ Toys are age-appropriate and stimulate creativity and concept development.

- ▷ Children are able to select toys and activities to develop initiative and independence, as well as develop social and communication skills through requesting help and negotiating with peers about toys and play events.

Teaching Methods

Learning occurs when a connection or relationship is made between the child and the environment. The interaction between children and the environment is enhanced when effective teaching strategies are used.

THE TEACHING /LEARNING MODEL FOR TYKE

TYKE is an activity-based program where language experiences and social interactions are emphasized. Activities or events during the session are child-initiated. Children have choice and control within the general boundaries set up by the teacher. For example, children may get to decide which songs are sung during circle time. They also have choices of which centers they play in during the work time experiences, as well as what activities they do within the centers.

The adults in the **TYKE** program support the child-initiated events. The adults provide structure by setting up opportunities for learning in a way that builds on the children's prior knowledge and experience. The adults use strategies that are age-appropriate as well as individualized to meet the learning needs of each student and facilitate or guide the learning and social interactions of the children.

THE ROLE OF PLAY

Children learn through play. Some of the most effective intervention times in **TYKE** are when children are actively involved in play that is interesting and fun. The adults in **TYKE** view hands-on experiences as the tools to help children maintain interactions and learn. Play takes place at different levels, ranging from sensory-motor play to conceptual play to representational play. Throughout the school year, special dramatic play areas may be created by the adults and children that foster interaction and creativity. Much of these dramatic play times build upon the children's real-life experiences.

TRANSITION TO KINDERGARTEN

Transition to kindergarten is an important time for students. **TYKE** staff participates in a transition process with Kindergarten teachers. Expectations for students at kindergarten entrance are compared to skills observed in Pre-K during the fall. This information is compared and a plan is developed during the spring semester to make the transition to kindergarten a smooth one. Transition activities may include visiting the classroom, touring the buildings, having lunch at school for practice, and a photo book prior to kindergarten round-up in May.

TYKE Policies and Procedures

Playground: students will play outside when wind chill/heat index is between 15° and 90°. Please make sure your child is dressed for the weather. Crocs, flip-flops and sandals are difficult to wear on gravel and may cause falls.

Dress Code: All students in the Fillmore Central Elementary building are expected to dress appropriately. This includes coats, jackets, mittens, hats and boots when the weather is cold. In addition, students will not be allowed to wear clothing that is derogatory in nature, unsafe, or that interrupts the learning environment.

TYKE Drop-Off: We ask that you bring your child between 8:00 and 8:15 am for the morning sessions and at 12:00 pm for the afternoon session. Supervision is not provided prior to 8:00 am and 12:00 pm so teachers can prepare for the day.

Monthly Calendars: We will send home calendars at the end of each month so that you know what is coming up for the next month. Posting these calendars so that your child can view them easily helps your child anticipate and plan for their days at **TYKE**. Children may also benefit from crossing off each day on the calendar before bedtime to help them see how time elapses.

Show & Tell: Please watch the monthly calendars for you child's turn for show and tell and help select a toy, book, pictures, or items from nature that interest your child. Talk with your child about the show-and-tell item so that he/she feels more comfortable telling the class about it. *We ask that children do not bring toys that depict violence or include weapons.*

Book bags: Your child needs to bring a book bag or backpack each day to **TYKE**. The children usually have at least one paper each day to bring home, as

well as teacher notes, calendars, book order forms and their own artwork and projects. *We ask that the three-year-old children also have a change of clothing in their bags.*

Birthdays: Birthdays will be celebrated in **TYKE** by singing and wearing a birthday crown or sticker. The children who have birthdays in the summer will have “half-birthdays” assigned about six months from their actual birthday. The date that we will celebrate your child’s birthday will be noted on the calendar.

Illness: Children who have had a fever or vomited need to stay home for 24 hours once vomiting has stopped and their temperature has returned to normal without Tylenol or Motrin.

Snack: A snack that meets USDA guidelines is provided each day. You may help contribute snack supplies by signing up to fill up our snack sack.

Milk: Milk is provided at a cost of 50¢ per day that your child attends. You may pay per quarter, per semester, or per year. The cost of milk is the only charge for the **TYKE** program.

Communication: You may decide if you prefer email correspondence or a daily notebook. Consistent communication between school and home is an important aspect of an effective partnership.

TYKE Schedule

The preschool maintains a regular, predictable schedule. The routines below are individual in all classroom schedules, although not in the same order. Individual classroom schedules are posted in that classroom.

PLANNING/WORK TIME/CLEAN-UP

The main portion of our session involves choice time in centers and learning through play and interacting with teachers and classmates.

RECALL/SHARING TIME

A time to discuss what each child did during work time – what was learned, what was created, and what was imagined.

OPENING/CALENDAR/CIRCLE/MUSIC TIME

A time to share show-and-tell, sing songs, and talk about the events for the day.

SNACK TIME

Children share in the responsibility for setting up for snack, as well as cleaning up after they are finished.

BOOK TIME

Children choose books for a quiet time for interacting over books with teachers.

SMALL GROUP TIME

Children engage in more teacher-directed activities that relate to the monthly unit, pre-academic skills, or computer-generated stories.

CLOSING CIRCLE

Talking about our day and planning for the next, and then singing our goodbye song.

OUTSIDE/GYM TIME

Physical activity helps to release energy as well as develop motor skills.



Vision

Educational Service Unit 6 is the provider of innovative products and services that are critical and relevant to the organization and its stakeholders.

Mission Statement

Educational Service Unit 6 will provide exemplary leadership, services, and products that promote improved adult and student learning.



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Hours of Operation:

Monday - Thursday 8:00 am - 4:30 pm
Friday 8:00 am - 4:00 pm

Phone: 402.759.3143