



Manlius
Pebble Hill
School

VIRTUAL LOWER SCHOOL PROGRAM NIGHT

OCTOBER 8, 2020

Welcome!

- Agenda:
 - Introductions
 - Schedule: A typical day in Pre-K
 - Pre-K curriculum
 - Children's developmental continuum
 - How can you support your child's learning?
 - Supporting development
 - General information
 - School closings
 - Speech & OT screenings
 - Early Interventions
 - Contact information

Meriel Stokoe, Pre-K TA

- Graduated with a B.A. Honors in Archaeology from Nottingham University, UK
- Graduated with an M.A. in Museum Studies from Leicester University, UK
- Education Director at the MOST, Syracuse (2014-2016)
- Teaching Assistant at Bernice M. Wright Lab School, Syracuse University (2016-2017)
- Faculty Fellow in the Museum Studies Program at Syracuse University (2017-2020)
- During the school day I love reading silly stories from the UK to the class, and by evening I am an Adjunct Professor at Le Moyne College

Valerie Walsh, Pre-K Teacher

- M.S.Ed. in Childhood Education from Indiana University
- Member of the National Associate for the Education of Young Children (NAEYC)
- Director, Head Teacher, TA at Bernice M. Wright Child Development Lab School at Syracuse University (2014-2020).
- Philosophy: Children learn best in a warm, welcoming environment where they are not afraid to make mistakes or to work to their fullest potential. The best learning occurs within a developmentally appropriate curriculum that is driven by the children's interest and is fun, exciting, hands-on, engaging, and meaningful.

A typical day in Pre-K

- 8:00-8:25 Super Starters/Arrivals
- 8:25-8:40 Hello Circle (Welcome/Greeting/Schedule)
- 8:45-9:15 PE
- 9:15-9:45 Wash Hands/Snack (outdoors)
- 9:45-10:45 Choice Time (Centers)
- 10:30-11:00 Clean-up/Community Time
- 11:00-12:00 Outdoor Play and Lunch (outdoors)
- 12:05-12:25 Yoga/Large Group
- 12:30-1:00 Transition/Bathroom/Stories
- 1:00-2:00 Rest (Quiet Time Activities Offered to Non-Sleepers)
- 2:00-2:30 Zoom Encore (Music, Spanish, Suzuki, SEL)
- 2:30-3:00 Small Group Activities (HWT, Math Games)

Our side of Zoom!

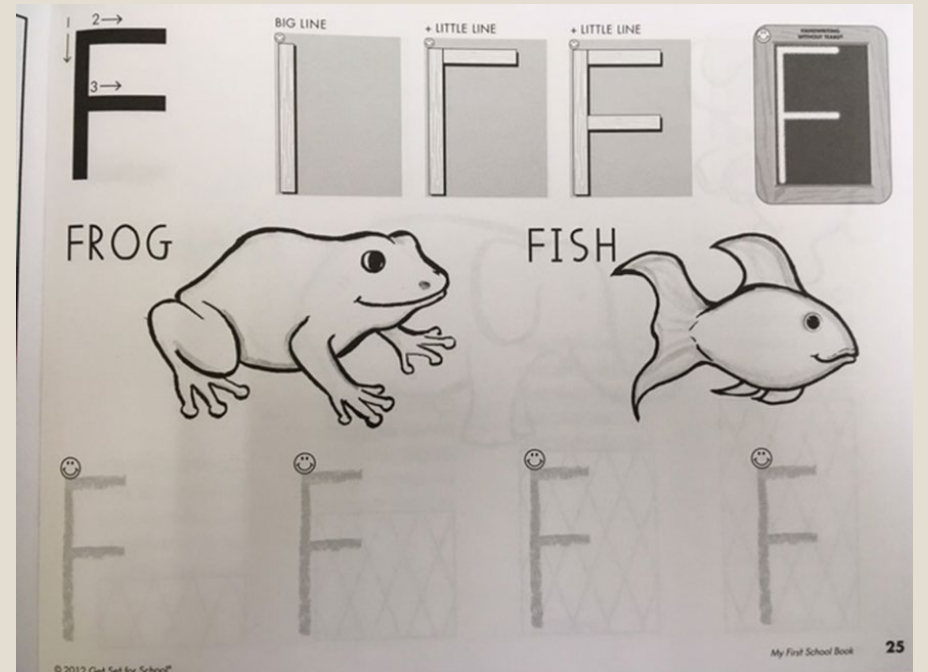


Curriculum

- Handwriting Without Tears (HWT) Readiness & Writing
- Foundations: Wilson Reading Program

Curriculum

- Handwriting Without Tears (HWT) Readiness & Writing
 - Progresses in a developmentally appropriate letter order with pre-writing strategies to promote easy learning for every letter and every student.
- Teaches body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, capital letter and number formation.



HWT – Exploration of Wood Pieces



Curriculum

- Foundations: Wilson Reading Program
 - Knowledge of the names and sounds associated with printed letters
 - Ability to manipulate the sounds of spoken language
 - Ability to name letters, numbers, objects, or colors
 - Ability to write isolated letters or one's name
 - Ability to remember spoken information for a short time
- Daily video lessons provided by MPH Literacy Specialist, Collen Congel



Developmental Continuum

- Development occurs in a predictable sequence
- Development can be broken down into 4 main learning domains
 - Language & Literacy
 - Cognitive
 - Social & Emotional
 - Motor (Gross & Fine)
- Support Development through intentional classroom practices and screening for challenges

Language & Literacy Development

- Syllables, names and sounds of letters, words linked to content, new words in spoken language, how to respond to simple questions, and how to have discussions and share ideas.
- Use dramatic play, singing, manipulatives and movement to learn rhyme, clap syllables, and identify sounds.
- Exposure to literature to foster a love of reading, build vocabulary, and learn how books work. Learn facts from informational texts and how to use new words and develop oral language skills by listening and retelling.

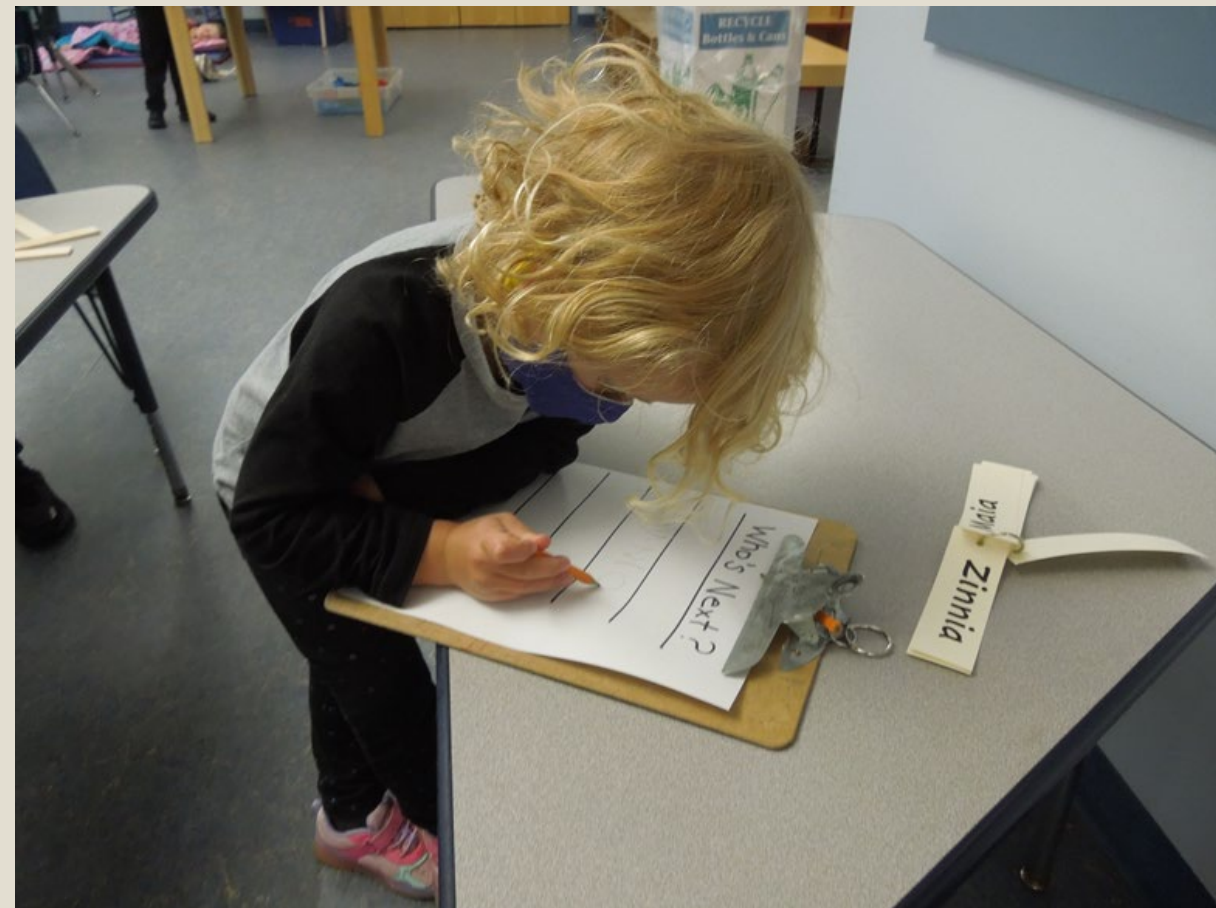
Literacy in Action



Literacy in Action



Literacy in Action



Cognitive Development

- Executive Function & Self Regulation
 - Center on the Developing Child
 - <https://developingchild.harvard.edu/science/key-concepts/executive-function/>
- Numbers and Math: Build number sense using manipulatives, music, and rhymes to teach counting, comparisons, spatial awareness, patterning, sequencing, matching, sorting, problem solving, and Pre-K geometry skills
- Children play and explore to test their ideas and practice their skills

Listening, Impulse Control, Planning



Math Concepts



Social-Emotional Development

- Students establish kind, respectful, and cooperative friendships while also using appropriate methods to solve peer conflicts during centers and play.
- Students develop intrinsic motivation to be helpful, follow teacher directions, and make good choices.
- With practice, students learn the importance of doing positive actions to feel good about themselves.

Motor Development

- Fine Motor: movement of the smaller muscle groups found in the hands, fingers, and wrists
 - Skills include writing, cutting, tying shoelaces, etc.
- Gross Motor: movement of the larger muscle groups and may involve the entire body
 - Includes: core strength, balance, coordination, running, kicking a ball, throwing, catching, etc.

Fine Motor



Gross Motor



Science and Social Studies

- Sample Science topics: What is a Scientist?/Scientific Method(hypothesis/predicting, observations, question, experiment, conclusion), seasons, magnets, insects, sink/float, apples, pumpkins, 5 senses, plants/planting, temperature, composting, food groups, caterpillar to butterfly
- Sample Social Studies topics: Starting school, making friends, kindness, manners, harvest/vegetables/Three Sisters(corn, beans, squash), being thankful, Haudenosaunee culture and cooking, holidays around the world, dental health, community helpers, Earth Day/caring for the earth

How can you help your child at home?

Ask open-ended questions

- Do you have any other ideas?
- What do you think will happen next?
- What do you like best about it?
- What did you notice happening?
- Why do you think _____?
- How did you get that to work?
- How did you know that?
- How are they alike, different?
- Can you think of a new way to do it?
- Tell me about what you built, made, created.

Supporting Development

- Meeting children where they are in their development
- Everything we do in the classroom is intentional and based on children's current skills, the skills they starting to develop, and setting realistic expectations that allow them to be successful
 - Material Selection
 - Setup of Classroom and Centers
 - Schedule and Routines
 - Transitions
- Screenings
 - A way to identify barriers to development and develop solutions
 - Performed by Professional Speech Pathologist and Occupational Therapist

Sample Center Setup



General Information

- Weekly Pre-K newsletter and Friday MPH Community Email (Snapshot)
- Water bottles, towels, nap mats, extra clothes, mask or hat-shield
- Winter gear (boots, gloves, hats, snow pants)
- Please cc attendance@mphschool.org when sending an email communication about late arrivals and absences
- Conferences: November and March
- Pre-k skills checklist: January and June

SCHOOL CLOSINGS:

MPH fully anticipates that our Pre-K program will continue to operate in the event New York State's schools are closed to in-person learning due to COVID-19. MPH's Pre-K program is exempt from New York State daycare licensure requirements, and daycare programs have been permitted to continue to operate during the pandemic as "essential" services. While no one can predict the future, it is our expectation that our Pre-K program will be permitted to operate in-person even if K-12 schools are required to resume distance learning.

If a child or faculty member in our class has a confirmed case of COVID19, we will follow Onondaga County Protocols for quarantine and safety.

WEATHER CLOSINGS:

MPH will carefully monitor weather/road conditions throughout the winter, consult with nearby districts (where applicable), and make a call to close campus or delay a start in order to ensure travel safety. This call would be made by 7AM at the latest and PreK families will receive notification via text and/or email.

SPEECH AND OT SCREENINGS

- With a signed permission slip, PreK students will receive a speech/language screening and an occupational therapy screening this month from Connections.
- Connections Family-Centered Therapies will conduct the screening during the school day (following COVID19 safety protocols that align with our safety expectations here at MPH). Parents will receive the results and will have the opportunity to speak with the Occupational Therapist or Speech Therapist if requested.
- The screenings involve age appropriate games and activities to check sound development, naming pictures, following directions and answering questions as well as overall motor and cognitive development.

EARLY INTERVENTION

- In order to ensure that they are providing each student with adequate and developmentally appropriate support where needed, quality Pre-K programs nationwide provide Speech and OT screenings for their students.
- At MPH, we see each child as a valued member of our learning community who has strengths and needs.
- When any challenges or needs are identified, we work to develop solutions. Family partnership is key to this process.
- We collaborate with trained professionals and consult peer-reviewed research on children and brain development to ensure best practices within our Pre-K program.

Contact Information

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 - vwalsh@mphschool.org
- Meriel Stokoe
 - mstokoe@mphschool.org



THANK YOU!