

**2022**

# Welcome to Preschool “On My Way”



## **Parent Handbook**

Kiddie Academy of Bolingbrook  
540 W. Boughton  
Bolingbrook IL 60440  
630-679-9400

### **Introduction**

Kiddie Academy has developed a strong and meaningful preschool curriculum, *Life Essentials*<sup>®</sup>, that has been recognized both state-wide by the Gold Circle of Quality from ExceleRate Illinois and nationally by the National Association for the Education of Young Children (NAEYC).

One of the most important components of a child's learning experience is the partnership between home and school. As you prepare to enroll your son or daughter in our program, our teachers and administrators will be available to answer any questions or concerns you may have. Feel free to contact us at 630-679-9400 or at [bolingbrook@kiddieacademy.net](mailto:bolingbrook@kiddieacademy.net).

### **Statement of Purpose**

Successfully navigating the milestones of early childhood development is essential in preparing your child for school. Our goal is to nurture and guide children, inspiring them to develop a lifetime love of learning. This is what distinguishes Kiddie Academy from traditional preschool.

### **Our Teaching Philosophy**

We recognize the need to provide equity in educational opportunities for each child, and we balance that need by including a range of approaches to learning, respecting diversity, and encouraging best practices. Kiddie Academy has strived to create a curriculum that not only focuses on developmentally appropriate academic standards, but also addresses the social and emotional development of the whole child.

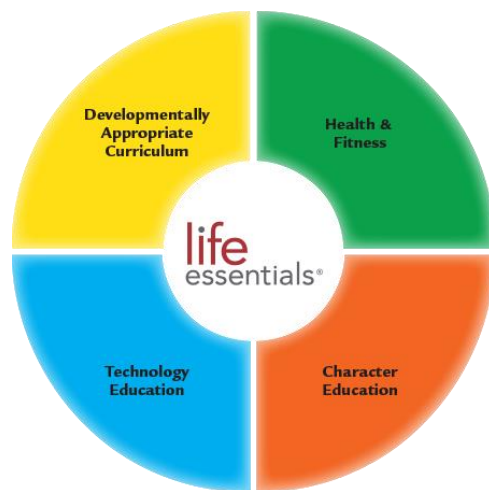


### **Life Essentials**

The *Kiddie Academy Life Essentials*<sup>®</sup> curriculum is based on a central principle of early learning: children learn through direct experiences by using their own creativity in an environment that encourages curiosity and exploration, while teachers act as facilitators to guide and support play-based learning. Our curriculum supports

programs, methods, activities and techniques to help children blossom into prepared students and good citizens.

*Life Essentials®* is based on four pillars of education: developmentally appropriate curriculum, technology, health & fitness and character education, giving your child a happier, healthier and more well-rounded foundation for the future.



### **Developmentally Appropriate Curriculum**

Our curriculum is based on a central principal of early learning- teachers getting to know children on every level, including how they learn, play and communicate. We personalize learning with individual attention fitting each child's interests and abilities. We use early childhood education research to establish best practices and intersperse the learning process with fun.

### **Technology Education**

We blend technology into each day as a natural extension of learning. Our curriculum teaches computer literacy skills and provides opportunities to use technology to learn in fun and exciting ways.

### **Health & Fitness**

The health of your child and the development of healthy habits is a priority. We focus on teaching children how to stay healthy by making good food choices, incorporating physical exercise and maintaining healthy personal habits every day. Healthy choices now will empower children to make healthy decisions later in life.

### **Character Essentials**

Teaching values is as fundamental as teaching children how to read. Character Education teaches the "whys" and "hows" behind the behaviors. Character Education is woven into daily experiences, enhancing children's relationships at home, school and in the community. We teach values through planned lessons and authentic interactions that are integrated into various group and individual activities.

## Early Learning Development

Here are some examples of milestones your child will meet by the end of the year:

<p><b>Language Arts and Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses language for a variety of purposes, such as interacting socially with others.</li> <li>• Follows three-step directions with ease.</li> <li>• Responds to simple questions with appropriate actions and comments.</li> <li>• Uses more than two appropriate conversational skills (listening to others, making appropriate eye contact, taking turns in speaking).</li> <li>• Speaks in sentences that use an increasing number of pronouns, though not always appropriately.</li> <li>• Answers and asks questions that begin with “who”, “what”, “where”, “when”, “why” or “how”.</li> <li>• Recognizes rhyming words, with teacher assistance.</li> <li>• Responds to prompts about the sound associated with a specific letter.</li> </ul>	<p><b>Literature, Alphabet, and Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Asks and answers simple questions about a story by telling how a particular character might feel, or by predicting what might happen next.</li> <li>• Enjoys listening to and pretending to read different types of texts (more complex storybooks or poems).</li> <li>• Recalls important facts from a nonfiction book, with teacher assistance.</li> <li>• Seeks out print to gather information.</li> <li>• Points to and names letters in own name and some other upper/lowercase letters.</li> <li>• Writes increasingly recognizable letters to represent written language.</li> <li>• Contributes to group-dictated stories about a shared experience.</li> <li>• Uses letters and/or some words to share information and feelings about a drawing.</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Recites counting works in order from 1-20, with an occasional error.</li> <li>• Solves simple math problems (if one orange is taken away from a group of five, there are four oranges left).</li> <li>• Through words or gestures, identifies whether sets have more, less or equal amounts.</li> <li>• Sorts objects according to two different characteristics and describes a sorting strategy.</li> <li>• Creates simple A-B-C or A-B-B repeating patterns.</li> <li>• Gathers data or information to answer meaning questions by discussing more than one aspect of their environments and collecting relevant information.</li> <li>• Predicts with accuracy the outcome of a counting or comparisons activity.</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Poses what, why, and how questions about the world around them.</li> <li>• Conducts an investigation, predicting, and testing results.</li> <li>• Observes, investigates, describes and categorizes the different structures of living and nonliving things.</li> <li>• Recognizes that some changes in matter are reversible and some are not.</li> <li>• Discusses which seasons are more appropriate for certain activities and can participate in activities that require one to understand the differences between the seasons.</li> <li>• Uses standard and nonstandard tools and technology in everyday scenarios.</li> <li>• Uses technology to communicate, solve problems, and gain information.</li> </ul>
<p style="text-align: center;"><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of fairness and sharing.</li> <li>• Develops the awareness of what it means to be a leader.</li> </ul>	<p style="text-align: center;"><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• Moves in coordination with a partner while moving rhythmically to music.</li> </ul>

<ul style="list-style-type: none"> <li>• Has a solid understanding of the symbols, practices, and traditions associated with one's hometown, state, and the United States of America.</li> <li>• Identifies tools and equipment that correspond to various roles and jobs within our community.</li> <li>• Demonstrates the understanding that bartering, payment or money comes in different forms to obtain goods and services.</li> <li>• Demonstrates an awareness of one's self as a unique individual.</li> <li>• Respects the similarities and differences among people and how people live.</li> <li>• Recognizes that individual people belong to families, shows a respectful understanding that families may vary.</li> <li>• Develops awareness of and appreciation for one's own culture and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively organizes dramatic play with others by assigning roles, props and laying out rules for the play.</li> <li>• Identifies differences in styles of music or sounds of musical instruments.</li> <li>• Creates two- and three- dimensional works of art while experimenting with color, line, shape, form, texture and space.</li> <li>• Uses details to accurately represent some details of objects, people, places or things.</li> <li>• Shows appreciation and respect for the creative works of others.</li> <li>• Uses creative arts as an avenue of self-expression</li> </ul>
<p style="text-align: center;"><b>Physical Development and Health</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the skills of climbing, hopping, jumping and can do so safely with ease.</li> <li>• Demonstrates strength and balance by performing body support movements.</li> <li>• Engages in repetitive behavior to practice and promote skill and ability, recognizing that physical activity keeps the body healthy.</li> <li>• Understands the reason for basic safety rules and follows them.</li> <li>• Recognizes the importance of healthy living and steps to prevent illnesses.</li> </ul>	<p style="text-align: center;"><b>Social/Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Begins to label own basic emotions, with teacher assistance.</li> <li>• Recognizes own uniqueness by describing himself or herself, their family or their interests.</li> <li>• Exhibits eagerness and curiosity as a learner by asking questions or investigating a topic further.</li> <li>• Independently seeks out solutions to problems.</li> <li>• Describes how others are feeling based on facial expressions, gestures and what they say.</li> <li>• Interacts in socially appropriate ways with peers and adults, such as helping and sharing.</li> <li>• Follows rules independently much of the time.</li> </ul>



## **Preschool Program Frequently Asked Questions:**

### ***How does Kiddie Academy's Preschool Program compare to other centers or Public Preschool Programs?***

Students in the Kiddie Academy full-day Preschool Program will benefit from a curriculum that meets and exceed the Illinois State Preschool Standards. Children will have extended learning experiences that allow for more in-depth exploration of the core curriculum. Our program has limited enrollment which ensures smaller class sizes conducive to more individualized interactions between our teacher and students.

### ***How does Kiddie Academy's Preschool Program prepare my child for Kindergarten?***

Our staff has worked closely with the local school districts to ensure that the children are well prepared for Kindergarten. Our curriculum is designed to get our children ready to learn in Kindergarten, while our teachers guide children on policies and procedures for their local school district. The feedback that we have received from previous graduates confirms that our students enter Kindergarten confident to learn.

### ***What schedule will the Kiddie Academy Preschool Program follow?***

Our Preschool is a full-day program where your child is free to attend the hours you need. It is highly recommended that your child attend at minimum the hours of 9:00am-1:00pm Monday through Friday since the core of the program will be focused during this time.

### ***How will students be selected for enrollment in the Kiddie Academy Preschool Program?***

Enrollment is limited and will be on a first come first serve basis.





5-Year-Old Preschool Program:  
 "On My Way" Daily Schedule

7:00 – 8:20	<b>Welcoming Children/Health Inspection/Interest Areas</b> Interest Areas – Blocks, Science, Fine-Motor, Writing and Dramatic Play
8:20 – 8:30	<b>Transition</b> – Bathroom/Handwashing
8:30 – 9:00	<b>Family Style Breakfast</b>
9:00 – 9:20	<b>Morning Meeting</b> Good Morning, Attendance, Review Schedule/What's happening today, Story, and introducing new materials and/or activities for interest centers.
9:20 – 10:20	<b>Free Choice</b> All centers opened
10:20 – 10:30	<b>Transition</b> Clean-up/Bathroom & handwashing
10:30 – 11:00	<b>Gross-Motor Play</b> Water break
11:00 – 11:10	<b>Transition</b> Bathroom/handwashing
11:10 – 11:25	<b>Small Group Activities</b> Lesson Plan Activities
11:25 – 11:30	<b>Transition</b> Clean-up and Handwashing
11:30 – 12:00	<b>Family Style Lunch</b>
12:00 – 12:15	<b>Transition</b> Bathroom/handwashing/YOGA
12:15 – 2:15	<b>Quiet Time</b>
2:15 – 2:30	<b>Transition</b> Bathroom and handwashing
2:30 – 2:45	<b>Snack</b>
2:45 – 2:50	<b>Transition</b> Handwashing
2:50 – 3:00	Spanish
3:00 – 4:30	<b>Free Choice and Small Group</b> All centers opened 4:00 water break
4:30 – 4:45	<b>Transition</b> Clean-up, Bathroom & handwashing
4:45 – 5:15	<b>Gross Motor Play</b>
5:15 – 5:30	<b>Transition</b> Bathroom and handwashing
5:30 – 5:45	<b>Snack &amp; Story Time</b>
5:45 – 6:00	<b>Teacher Choice/Departure</b>