

2022

Welcome to Preschool “Ready, Set, Go”



Parent Handbook

Kiddie Academy of Bolingbrook
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Introduction

Kiddie Academy has developed a strong and meaningful preschool curriculum, *Life Essentials*[®], 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.

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

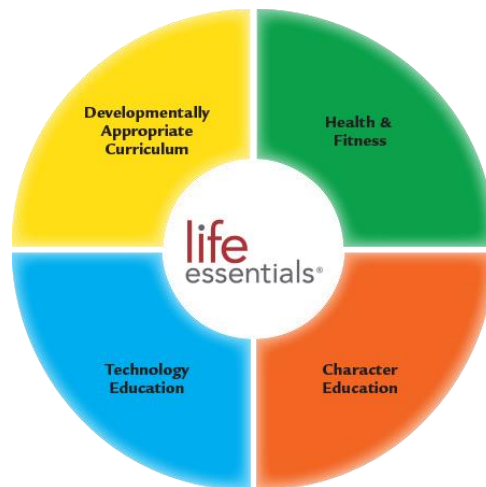
We recognize the need to provide equity in educational opportunities for each child, and we balance that need by including a range of approaches to learning, respecting diversity, and encouraging best practices. Kiddie Academy has strived to create a curriculum that not only focuses on developmentally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



Life Essentials

The Kiddie Academy Life Essentials® 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>Language Arts and Phonological Awareness</p> <ul style="list-style-type: none"> • Uses language for a variety of purposes, such as influencing the behavior of others. • Follows two-step directions. • Responds to simple questions with appropriate actions. • Uses two appropriate conversational skills (listening to others, making appropriate eye contact, taking turns in speaking). • Speaks in sentences that use regular plural nouns. • Answers and asks questions that begin with “where” or “when”. • Recognizes rhyming words, with teacher assistance. • Responds to prompts about the sound associated with a specific letter. 	<p>Literature, Alphabet, and Writing Skills</p> <ul style="list-style-type: none"> • Asks and answers simple questions about a story by describing what happened. • Enjoys listening to and pretending to read different types of texts (simple storybooks). • Identifies more than one important fact in nonfiction book, with teacher assistance. • Asks to have words read to them. • Recognizes and points to most letters in own name. • Makes letter-like forms to represent written language. • Contributes personal opinions to be included in group-dictated pieces of writing. • Uses letter-like forms or scribbles to share information or feelings about a drawing.
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> • Recites counting words from 1-10, with 2-3 errors but also some number names in words in consecutive order. • Solves simple math problems (if one chair is taken away from the table that makes less). • Through words or gestures, identifies with set has more. • Sorts objects by a single attribute. • Successfully creates a simple A-B repeating pattern. • Gathers data or information to answer meaning questions by discussing relevant information. • Provides a reasonable prediction or outcome of an activity, with teacher support. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Participates in discussion about why things happen. • Investigates simple cause and effect or other scientific principles such as magnetism and gravity through play activities. • Observes, investigates and describes the different structures of living things. • Explores changes in matter with teacher assistance. • Participates in discussion about the differences in the seasons and explores the effects of the sun on objects. • Uses a variety of tools, such as magnifiers, balance scales, and thermometers to explore the works and learn how things work. • Uses technology to communicate, solve problems, and gain information.

Social Studies

- Participates in discussion about fairness and sharing in general conversations.
- Takes responsibility in simple leadership roles.
- Further continues to identify symbols, practices, and traditions associated with one's hometown, state, and the United States of America.
- Acts out roles of commonly known community workers during play.
- Understand the use of trade or money to obtain goods and services.
- Demonstrates an awareness of one's self as a unique individual.
- Identifies similarities and differences among people and how people live.
- Recognizes that individual people belong to families, and that the structures of families may vary.
- Begins to develop an awareness for one's own culture and other cultures.

The Arts

- Portrays emotions through music and movement.
- Begins to coordinate roles in dramatic play with others who take on roles, and agreeing with others who will play what role.
- Plays various musical instruments to explore the type of sound each makes.
- Manipulates clay or play dough in different ways, such as rolling, pinching or squeezing.
- Begins to coordinate the features of objects and their spatial relationship to one another.
- Describes feelings in response to music or art of self or others.
- Uses creative arts as an avenue of self-expression

Physical Development and Health

- Exhibits adequate body control and understanding of safety.
- Exhibits balance, control and coordination during movement activities.
- Participates in activities that require stretching muscles, such as climbing, reaching and pulling.
- Understands and follows basic safety rules, with some assistance from adults.
- Can identify some concepts about healthy living, such as which foods are healthier choices.

Social/Emotional Development

- Identifies the emotions of characters in a storybook.
- Recognizes own uniqueness by showing confidence in abilities.
- Exhibits eagerness and curiosity as a learner by asking questions about new items around them.
- Persistently works toward completing challenging activities and asks for assistance if needed.
- Demonstrates sympathy and caring for others.
- Interacts in socially appropriate ways with peers, such as helping and sharing.
- Can follow more than one rule and makes good choices about behavior.



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 exceeds 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.



**4-Year-Old Preschool Program:
"Ready, Set, Go" Daily Schedule**

- 7:00-8:30 Welcoming Children/Health Inspections/Learning Center Exploration
- 8:30-9:00 Family Style Breakfast
- 9:00-9:30 Hand Washing/Restroom/Music and Movement
- 9:30-10:00 Morning Meeting and Technology
- 10:00-10:30 Gross Motor Activities (Indoors or Outdoors)
- 10:30-11:15 Learning Center Exploration/Teacher Facilitated Activities
- 11:15-11:30 Hand Washing/Restroom/Story Time
- 11:30-12:00 Family Style Lunch
- 12:00-12:15 Hand Washing/Restroom/Songs and Fingerplays
- 12:15-2:15 Rest Time
- 2:15-2:30 Hand Washing/Restroom
- 2:30-3:00 Afternoon Snack
- 3:00-3:30 Language Arts Discovery (Story, Flannel Board, Puppets, Writing Activities)
- 3:30-4:00 Gross Motor Activities (Indoors or Outdoors)
- 4:00-5:15 Learning Center Exploration
- 5:15-5:30 Hand Washing/Restroom
- 5:30-6:00 Late Afternoon Snack/Child Selected Activities/Departure

* Schedule subject to change based on the individual needs of the children.

** Each child will have time each day on the interactive learning board and/or computer.