

GLOBAL CLASSROOM GOALS

MORNING ARRIVAL ROUTINES:

- A. Goals:**
 1. To increase socialization skills.
 2. To develop self-help skills.

- B. Activities:**
 1. Teacher greets children and encourages appropriate responses.
 2. Children open their backpack and remove their lunch and notebook, placing these items in designated areas. They will find their cubby with their name in it and place their backpack and jacket in it.
 3. Children will then be brought to the bathroom.

- C. Structured Free Play:**
 1. Table Top Toys – including puzzles, counting bears, lacing cards and beads, reading books, coloring and drawing among other things.

EXERCISE CIRCLE:

- A. Goals:**
 1. To increase gross motor skills.
 2. To increase self-help skills
 3. To develop the ability to follow one and two step directives.
 4. To develop body part recognition
 5. To increase socialization skills
 6. To increase imitative skills.

- B. Activities:**
 1. Teacher utilizes auditory and visual cues to direct children to the circle area.
 2. Some gross motor games – ring around the rosey, duck, duck goose, musical chairs, freeze dance among other things.

SMALL GROUPS:

- A. Definition:**

Children will be divided into smaller groups of 2-4 children enabling each child to focus on an activity and get the support needed to find success.

- B. Goals:**
 1. To increase expressive and receptive language skills.
 2. To increase fine motor skills.
 3. To increase cognitive skills
 4. To increase self-help skills.

- C. Activities that may be done in conjunction with tasks:**
 1. Occupational Therapy
 2. Physical Therapy
 3. Speech Therapy
 4. Structured art activity
 5. Story Time
 6. Rice/Water Table
 7. Structured Free Play

CIRCLE TIME:**A. Goals:**

1. To develop socialization skills.
 - a. to develop attending skills
 - b. to develop an awareness of self, family, peers and the environment
 - c. to develop imaginary play skills
2. To increase receptive and expressive language – utilizing a total communication approach
 - a. to develop discrimination skills.
 - b. to follow one and two step directives.
3. To develop cognitive abilities.
 - a. discrimination skills (object identification, pictures, colors, size, shapes and numbers)
 - b. spatial relationships
 - c. pre-academic skills
 - d. development of comprehension/story telling skills/signing as well as talking
4. To develop fine motor skills
 - a. pointing
 - b. grasp/release patterns during felt board activities
 - c. push/pull activities
 - d. imitative skills/finger plays
5. To develop self-help skills
 - a. identification and use of grooming objects
 - b. identification and function of body parts
 - c. identification and location of clothing
 - d. identification and function of eating utensils
6. To develop music appreciation skills
 - a. to expose the children to a variety of sounds, rhythms and movements
 - b. to enable the children to participate in rhythmic songs and movement exercises
 - c. to encourage the use of instruments.

GROSS MOTOR:**A. Goals:**

1. To develop muscle tone.
2. To develop increase dexterity in locomotive skills.
3. To develop protective reflexes.
4. To develop spatial relationships.
5. To develop an understanding of rules and regulations of game play.
6. To develop sportsmanship.

B. Activities:

1. Obstacle course
2. Bean bag throw
3. Relay races
4. Scooter boards
5. Soccer
6. Catching and throwing games
7. Scooting and pedaling riding toys
8. Bowling

9. Basketball
10. Baseball

ART ACTIVITIES:

A. Goals:

1. To increase ability to experience a variety of sensory materials.
2. To develop the ability to utilize art materials and utensils.
3. To develop pre-academic writing skills.
4. To develop opportunities to engage in free expression.

B. Activities:

1. Sensory – shaving cream, play-doh, cornstarch, fingerpaint, etc.)
2. Utilization of paint brushes, sponges, cotton balls, vegetable prints, yarn, balloons, straw, etc.
3. Utilization of pasting tools
4. Utilization of art utensils such as: scissors, hole puncher, tongs, tweezers and sticks
5. Utilization of writing tools such as: crayons, markers, pencils and chalk
6. Unstructured painting and coloring activities at a table and an easel
7. Structured coloring and painting within raised and unraised boundaries
8. Development of pre-academic writing skills such as: drawing concentric circles, horizontal and vertical strokes, complete circles, connecting dots and following maze patterns

MEAL TIMES:

A. Goals:

1. To develop the reflex and voluntary movements necessary for self feeding.
2. To increase self-help skills.
3. To increase socialization.
4. To increase expressive and receptive language skills.
5. To introduce new foods for taste and texture.
6. To implement individualized feeding programs designed by a speech therapist.

B. Activities:

1. Adult regulates food and liquid in different amounts and textures adapted to the specific needs of the child.
2. To increase skilled utilization of spoons, forks, cups, knives, straws, pitchers and napkins.
3. To increase socialization skills: identify personal belongings, make choices, use appropriate manners, ask for help when necessary and clean up.
4. To develop receptive skills by following directions and helping with routines.
5. To develop expressive language skills by identifying foods and expressing needs.
6. To engage in cooking activities.

TOILETING:

A. Activities:

1. To remain dry for a specific amount of time.
2. To eliminate when taken to the toilet.
3. To remove and replace underwear.
4. To remove and replace outer pants.
5. To indicate need independently.

6. To wash and dry hands after toileting.

DISMISSAL ROUTINES:

A. Goals:

1. To increase self-help skills.
2. To increase socialization skills.

B. Activities:

1. To locate personal property.
2. To dress appropriately for dismissal.
3. To sit appropriately and wait for bus or parent pickup.

A decorative border of pencils surrounds the text. The pencils are arranged in a rectangular frame, with some pencils pointing inwards and others pointing outwards. The top and bottom rows consist of 20 pencils each, while the side rows consist of 18 pencils each.

HELP YOUR CHILD BECOME A READER

- Read aloud to your child as often as possible. Remember that children of all ages love to hear books read aloud. Keep reading to your child even after he/she learns to read.
- Talk about what you read. Language and thinking skills develop when children talk.
- Have your child read aloud to you. Keep it fun and enjoyable.
- Make sure your child owns some books. Encourage friends and relatives to give books as gifts.
- Encourage your child to read to others. Brothers, sisters, grandparents and friends enjoy sharing favorite stories.
- Let your child see you reading a variety of printed material: newspapers, magazines, books, forms, recipes, etc. Parents are the most important role models.
- Provide opportunities to write. Allow your child to make grocery lists, send thank-you letters, write notes to friends and family and even keep a journal.
- Monitor television viewing. Set time limits and make good decisions about which programs are suitable for viewing. Watch television together and discuss program content.
- Listen to your child. Your attention will build your child's self-esteem while he/she develops oral language confidence.

TYPICAL DAY

- 8:45-9:30** **Arrival routine - toileting, self-help skills and structured free play and table top toys**
- 9:30-10:00** **Exercise Circle – therapist designed gross motor activities: obstacle courses, relay races and group games including musical chairs and duck duck goose, Simon says, children’s aerobics and jazzercise.**
- 10:00-10:30** **Morning Circle - concepts introduced and reviewed including identifying names, calendar and days of the week, weather and preschool themes such as colors, shapes, sizes, body parts, ‘all about me’, emotions, holidays, seasons, plants, animals and community helpers. Focus and attention are strengthened during this time.**
- 10:30-11:00** **Snack – fostering language development, self-help skills and independent eating.**
- 11:00-11:30** **Academic Circle – review of concepts introduced including name recognition and calendar skills. Monthly curricular themes are introduced and/or reinforced during this time.**
- 11:30-12:15** **Centers/Small group activities**
- 12:15-12:30** **Story Time and/or Small Group Activities**
- 12:30-1:00** **Lunch – independent feeding and drinking skills, cleaning up and independent grooming skills**
- 1:00-1:15** **Transition – self-help skills and independence are encouraged as the children wash hands and use the bathroom.**
- 1:15-2:00** **Goodbye Circle – Daily concept review, name identification and closure of the day’s activities.**