

# EAGLE'S WING CURRICULUM



University Apartments

UNIVERSITY HOUSING

UNIVERSITY OF WISCONSIN-MADISON



# OUR PHILOSOPHY

## *What we want for Pre-Schoolers*



***“Our role is to accompany children on their journey.”***

Perhaps one of the **greatest challenges** to any parent or teacher is to allow children to live comfortably in their world and to encourage time to discover and follow their self-chosen paths to knowledge and maturity. Our role is to **accompany children on their journey**, clearing the path of obstacles and offering

### **OUR BASIC LONG-RANGE GOALS FOR PRESCHOOLERS ARE AS FOLLOWS:**

1. Develop each **child's ability to make choices** and decisions about what to do and how to do it, using his or her own time and energy effectively.
2. Develop each **child's self-discipline** and ability to identify, pursue and complete self chosen goals and tasks with originality and responsibility.
3. Develop each **child's ability to work with other children** and adults in group planning, cooperative efforts, and with shared leadership.
4. Develop each **child's knowledge of objects**, skill in the arts, and comfort with physical movement.
5. Develop each **child's ability to express thoughts**, ideas and feelings; to speak about, dramatize, and geographically represent experiences in order to communicate with others.
6. Develop each **child's ability to comprehend others'** spoken, written, dramatic, and graphic representation.
7. Develop each **child's ability to apply his or her reasoning abilities** to a wide range of situations, using a variety of materials.
8. Develop each **child's creativity**, initiative, spirit of inquiry, openness to knowledge and other people's view points.

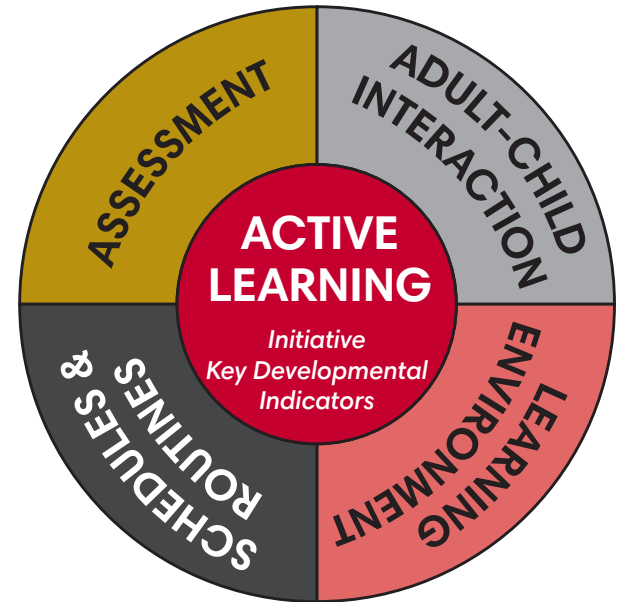
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# HIGH/SCOPE APPROACH

## Teacher Supported Play

Our teachers use High/Scope curriculum **to plan** a rich and exciting environment, **to support** a child's natural desire to learn by planning activities based on his/her own ideas, and **to help** children learn how to make decisions, confront, and solve problems.

*High/Scope Curriculum Wheel of Learning* ►



## KEY ELEMENTS OF OUR CURRICULUM



### **Planning Time**

Planning Time gives children a structured, consistent chance to express themselves and to perceive themselves as people who can act on decisions.



### **Small Group Time**

Small Group Times are planned by the teachers to build on children's emerging abilities. The activities chosen respond to the child's needs, abilities, and interests.



### **Clean Up Time**

The child learns where the items belong and why certain items are stored together. Shelves/containers are labeled with images of the materials to help with clean up efforts.



### **Outside Time**

Daily weather permitting, children will go outdoors to explore nature, exercise their growing bodies and enjoy various group games.



### **Recall Time**

Children represent, in a variety of developmentally appropriate ways, what they did during Work Time, such as who they played with or what they did.



### **Circle Time**

Children join together for a large group activity where they participate and contribute ideas. Activities include: songs, dancing, story telling, and group games.

## THE DAILY ROUTINE

The daily routine is the schedule of events that take place daily. While lengths of time vary, the core elements follow the same four basic principles. All components of the schedule emphasize an educational focus.

**CONSISTENCY**—Provides direction and helps children develop internal controls.

**ACTIVE INVOLVEMENT IN AN ORDERLY SETTING**—The schedule is focused on the child's need for active involvement and decision-making and on the teacher's need for an orderly classroom.

**RESPONSIBILITY**—Routine provides a mechanism by which children become responsible for creating their own materials and activities for their own learning.

**INTERACTIONS**—Time is provided for children to work alone, with a teacher, in small groups, in large groups, and with other children.



# PLAY. LEARN. SUCCEED.

## What structured play is teaching



### PLAYING WITH BLOCKS

- Cause and effect
- Concepts of shape, size, space, numbers, and patterns
- To express ideas visually
- To solve problems and cooperate



### COOKING PROJECTS

- About nutrition, tastes, and food groups
- How heat and cold change things
- Concepts of volume and measurement
- Part/whole relationships and basic math concepts
- An awareness of their own and others cultures



### PARTICIPATION IN CIRCLE TIME

- Routines and self-control
- To listen and understand spoken language
- New vocabulary in songs and poems
- How to share ideas with others and how to be part of a community
- Cooperation and how to be considerate



### USING PLAY DOUGH OR CLAY

#### *Teaches skills needed for reading*

- To view shapes against a background
- Concepts of shapes and relative sizes (big, medium, and small)
- How to control the fine muscles in their hands
- Concepts of addition and subtraction
- Numerical concepts of more and less
- To see negative space when a shape is taken away



### FINGER PAINTING

- How to mix and make new colors
- Concepts of shape, size, and location
- Hand-eye coordination
- An acceptable way to make a mess



### DRAWING & SCRIBBLING

- How to hold a pencil, marker, or crayon and control the pressure
- Hand-eye coordination
- Concepts of color, shape, size, and location
- To express themselves through drawing



### SORTING OBJECTS

#### *Teaches skills needed for math and reading*

- To notice details, likeness, and differences in objects
- How to form categories
- Concepts of color, size, and shape
- Numerical concepts of more and less
- Logical reasoning



**DID  
YOU  
KNOW**

*Play is critical for development. As children play, they learn to solve problems, to get along with others, and develop motor skills needed to help them grow and learn.*



## PLAYING WITH PUZZLES

- About relationships of parts to the whole
- Hand-eye coordination
- Shapes, size, color, and location
- Vocabulary related to the puzzle
- Problem solving skills
- Relationship of negative and positive space
- Self-confidence and independence
- Sorting—grouping sets of puzzle pieces together



## PLAYING WITH PEGBOARDS

*Teaches skills needed for math and reading*

- One-to-one correspondence
- Idea of left to right progression
- Concepts of addition and subtraction
- Colors, symmetry, shapes, and design
- Hand-eye coordination



## USING GLUE & MAKING COLLAGES

*Teaches skills needed for reading*

- Imagination and creativity
- Concepts of shape, size, and location of designs
- About things that have different textures
- How to create and design patterns
- To distinguish patterns from a background



## USING RIDING TOYS

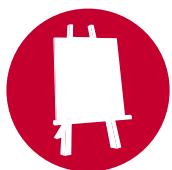
- Strength, balance, and coordination of large muscles in legs, arms, and torso
- To use energy in a constructive way
- Concepts of speed, direction, and location
- To use their imagination as they pretend to be different characters and make noises
- To negotiate and take turns
- Problem solving skills and self-confidence



## PLAYING WITH WATER

*Teaches skills needed for math*

- That some things sink and some float
- To observe changes as water takes different forms in different containers
- About wet, dry, and evaporation
- What happens when soap is added
- Hand-eye coordination
- Concepts of volume and weight



## PAINTING AT THE EASEL

*Teaches skills needed for math*

- Development of creativity and imagination
- Hand-eye coordination
- Names of colors and how to make new colors
- To distinguish shapes and purposely create new ones
- Distinguish patterns from a background
- Concepts of symmetry, balance, and design



## DANCING

- To express themselves
- To be conscious of moods and rhythms of music
- Balance and coordination



*The brain development between birth and age 3 is the most significant period of development the brain will ever undergo.*

**DID  
YOU  
KNOW**





## SCIENCE EXPERIMENTS

- New vocabulary
- Concepts of texture, color, weight, and size
- To group objects into different categories and observe likeness and differences
- To appreciate nature and develop a sense of wonder
- To make observations about things in the world



## PLAYING RHYTHM INSTRUMENTS

*Teaches skills needed for reading*

- To be conscious of rhythms in music
- Concepts of fast, slow, loud, and soft
- To express themselves in a new way
- Listening skills and auditory discrimination (recognizing differences in sounds)
- To interpret signals and cues



## USING PUPPETS

- To express ideas and words
- To take the role of someone else
- To communicate with voice tones as well as words
- To use their imagination



## SINGING SONGS

- Principles of music and rhythm
- Vocabulary
- Memory skills and sequencing
- Auditory discrimination
- Various concepts emphasized in songs
- Awareness and identification of their own and



## BOOKS AND STORY TIME

*Teaches skills needed for math and reading*

- Reading is important and enjoyable
- Letters on a page represent words
- The meaning of more and more words
- To express their own thoughts, feelings, and ideas
- To interpret pictures which represent ideas
- To listen to well-spoken language
- To make up their own stories
- To handle books with care
- Aesthetic value from well done illustrations
- To recognize words in print
- To use more complex language patterns
- To follow the development of thoughts and ideas in the plot of a story



## PLAYING WITH SAND

*Teaches skills needed for math and reading*

- To exercise their imagination
- Concepts of size, shape, volume, empty, and full
- How to use tools
- Concepts of warm, cool, wet, damp, dry, heavy, and light
- How to play socially
- To create systems for classifying, ordering, and arranging
- To create their own patterns and symbols
- To observe change



## USE CLIMBING EQUIPMENT

- Self-confidence
- Physical strength, coordination, and balance
- To use their imagination
- Problem solving skills
- To cooperate with others



**DID YOU KNOW**

Reading aloud to babies stimulates brain development. Babies who are read to frequently know 300 more words by age 2 than those who aren't.

# EARLY LEARNING STANDARDS

## Framework for success

These standards were developed by the Madison Metropolitan School District (MMSD) reflect **expectations for children** ages three to five years, and are supported by scientific evidence. They are intended to **guide parents**, practitioners, professionals, and policymakers who share responsibility for the well-being of young children.

*The child is the center of the Early Learning Standards* ➤



### 1

#### SOCIAL-EMOTIONAL DEVELOPMENT

Children will recognize and express feelings, interact with others, cope with conflict and work toward a common goal.

**When provided opportunities to play and interact with children and adults, the young child will:**

- Demonstrate affection and playfulness
- Increase ability to initiate and sustain interactions with children & adults
- Cope with challenges and frustrations
- Respect others, self, and property
- Understand and follow routines and expectations

### 2

#### HEALTH, SAFETY, AND NUTRITION

Children will begin to take age-appropriate responsibility for their actions, basic self-care needs, health, nutrition, and safety.

**When guided by children/adults who model these skills and provide opportunities for practice, the young child will:**

- Engage in a basic range of activities
- Demonstrate awareness of and ability to follow basic rules to keep others safe
- Recognize and communicate self (self-identification information)
- Share awareness of practices related to good physical health

## OUR GUIDING PRINCIPLES

1. Each child has a **unique developmental pattern**. Accomplishments and outcomes may not be sequential.
2. The **strengths of each child** are an integral part of his/her daily experiences and should be reinforced as part of any learning process.
3. The young child's learning and positive development are **best supported by stable care**, consistent gentle guidance, and loving interactive relationships.
4. Young **children learn best through play** and the active exploration of their environment. Pretend play is a vital component of young children's learning.
5. Adult interaction, support, and modeling in **warm and knowledgeable ways** that are based on the individual needs and skills of each child are critical.
6. Learning **opportunities should reflect the cultural and linguistic diversity** of children, families and communities.
7. Teaching and **learning should encourage joy**, a sense of wonder and enthusiasm.
8. Families and teachers/caregivers of young children can offer valuable information and support to each other. Young **children benefit when adults in their lives communicate** frequently with openness and respect.
9. All eight of the **developmental domains are interrelated** and interconnected.

For a detailed booklet describing the Early Learning Standards and benchmarks, please contact the Manager of Children's Services.

## 3

**LANGUAGE AND EARLY LITERACY**

Children will continue to develop speaking, listening, reading, and writing skills through active engagement with literacy materials, positive interactions with adults and peers, and in real life settings for real purposes.

*When provided with opportunities to explore and participate in early literacy experiences, the young child will demonstrate progress in:*

- Speaking and listening skills
- Vocabulary and concept development
- Hearing and manipulating the sounds of spoken language
- Book awareness
- Letter name awareness (alphabetic knowledge)
- Comprehension
- Writing

## 4

**CREATIVE REPRESENTATION, EXPRESSION, AND APPRECIATION OF THE ARTS**

Children will express themselves through using their bodies and materials as they explore music/movement, visual arts, and dramatic play.

*When exposed to creative activities using a variety of materials and experiences, the young child will demonstrate progress in:*

- Music/movement
- Visual arts
- Dramatic play

## 5

**MATHEMATICAL THINKING AND EXPLORATION**

Children will construct an understanding of mathematical concepts as they interact with materials, people, events, and ideas.

*When provided with opportunities to explore mathematical concepts with a variety of materials and interact with others through play, the young child will demonstrate increasing:*

- Understanding of number concepts
- Understanding of time and space
- Understanding of patterning (early algebra)
- Understanding of measurement
- Ability to sort and compare (display and analyze data)

## 6

**SCIENTIFIC THINKING AND EXPLORATION**

Children will think scientifically and construct meaning from their experiences as they interact with living and non-living things, events, and ideas.

*When provided with opportunities to actively explore their world, the young child will:*

- Begin to explore materials and ideas using key elements of the scientific method
- Develop increased ability to make comparisons
- Gather information about the environment
- Express wonder and curiosity about the natural world
- Develop an awareness of and respect for the environment

## 7

**COMMUNITY EXPLORATION**

Children will develop an awareness of the larger world around them.

*When guided by adults who model these skills and provide opportunities for practice, the young child will:*

- Develop growing awareness of community occupations and what's required to perform them
- Progress in understanding similarities and respecting differences among people
- Show awareness of the home, childcare setting, and community and describe the location and relationship of things with that
- Begin to understand technology and community resources
- Show increasing awareness of self as a member of a group, family unit, or childcare community

## 8

**PHYSICAL DEVELOPMENT**

Children will develop an awareness and coordination of their bodies through exploration and movement.

*When provided with opportunities to explore space and materials, the young child will:*

- Increase ability to move their body in ways that demonstrate strength, control, balance, and coordination
- Explore both indoor and outdoor spaces and equipment using balls, slides, etc...
- Increase ability to coordinate small muscle movements
- Show awareness of body parts



# ANTI-BIAS & PEACE EDUCATION

*Celebrating the diversity of our community*



Our teaching staff are committed to helping children understand the importance of treating all people with dignity and not judging groups of people for the actions of a few, whether in the classroom or globally.

Teachers model acceptance and compassion in their words and behavior. They also encourage children to explore their feelings and fears. Embracing diversity is a lifelong endeavor that will bring us closer to peace within our communities and around the world.

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