



LCP CLASSROOM HANDBOOK 2022-2023

A RESOURCE FOR YOUR EVERYDAY SUCCESS AS A WORKING PARENT IN THE
COOPERATIVE CLASSROOM

Created by Teacher Katie and Teacher Marita

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WELCOME

The co-op preschool is an example of caring people, working cooperatively for the positive growth and development of young children and their caregivers.

Everyone works, learns, teaches, grows and changes! The adults who are part of co-op are supporters, learners, teachers, classroom assistants, policy makers and partners. The co-op environment allows adults to increase their understanding of the growth and development of children, both individually and in a group. The co-op is a place where we all grow according to the amount of time, energy and effort we put into this commitment.

Flexible co-op caregivers, working toward the goal of an efficient, smooth running preschool are presented with opportunities to share ideas involving family life, parenting, family and home environment. We encourage all of our members to take advantage of their co-op experience and to participate fully and enthusiastically both in the classroom and during caregiver meetings.

Lakewood Co-op Preschool is committed to providing an anti-bias environment for children, adults and families.

This LCP Classroom Handbook was created by your Lakewood Cooperative Teachers to compliment the LCP Parent Handbook as a resource for your everyday success as a working caregiver in the cooperative classroom.

MISSION STATEMENT

Lakewood Co-op Preschool provides a stimulating and nurturing play-based environment where children and families from all backgrounds work together in the classroom and grow together in community.

PHILOSOPHY

Our curriculum is play based and is designed to increase preschoolers levels of social competence and to problem solve in a caring way. At Lakewood we celebrate childhood and believe the most important job of a preschooler is to play. **To play hard, to play long, and to play with others.** Numerous studies show that successful students who achieve degrees in higher education have attended developmentally appropriate preschool programs where **play is the main agenda.** We believe that kids need to use their imaginations, they need to dig in the dirt and find creatures, they need to paint colorful pictures, they need to find out about each other, and they need a place where they can tell their story.

At 2 to 5 years, they don't need to act like first graders, sit still, read, or write. **Their job is to PLAY and at Lakewood Co-op, they will have lots of opportunities to have fun and PLAY!**

MIXED AGE CLASSROOMS

Lakewood Co-op Preschool enrolls children in mixed-age classes which allows for both developmental and enrollment flexibility.

There are numerous benefits to mixed-age classes, including:

- Strengthening of compassion and leadership skills for older children
- Modeling of older children's social skills, verbal skills, and problem solving by younger children
- Reduced focus on age, decreasing developmental biases
- Increased opportunities for the development of relationships between children whose needs/styles complement, match, or supplement each other
- Sense of family among class members
- Shift of focus from competition to cooperation

WHEN I PLAY . . . I AM LEARNING!!

When I play with playdough I am learning...

- to see the shape against the background of the table, a reading skill
- concepts of shapes, relative sizes, big small, length, height
- to see negative space when cookie cutter shapes are taken away
- to express feelings, squeezing and pounding
- to exercise my imagination and creativity
- that the amount of substance remains the same, even when the shape changes
- to notice cause and effect, what different materials and techniques can do to the dough
- to use language to describe what I see, what I am doing

When I play with water I am learning...

- that some things sink and some things float
- to observe changes as water takes different form in different containers
- about different temperatures
- about wet, dry, and evaporation
- what happens when you add soap
- eye-hand coordination as I learn to pour
- concepts of empty and full, volume and weight, relevant to mathematics

When I sort things I am learning...

- to notice details and likenesses and differences in objects and form categories, essential concepts for reading and mathematics
- concepts of color, size, and shape
- numerical concepts of more and less
- logical reasoning

When I play with blocks, cars and trucks I am learning...

- concepts of shape, size, length and location, all relative to learning to read and do mathematics
- to create and repeat patterns, a math skill
- to exercise my imagination
- to express my ideas
- to cooperate with others
- to solve problems
- about the properties of wood
- to see myself from a different perspective, that of a giant

When I play on the climbing equipment I am learning...

- self-confidence as I develop new skills
- physical strength, coordination and balance
- to use my imagination
- to cooperate with others when involved in some dramatic play
- to solve problems

When I play in the dramatic play area I am learning...

- to be flexible in my thinking
- to express myself in sentences
- to try on different adult roles
- to solve problems, especially socially, through negotiation with friends
- to sort and organize play things
- to make decisions
- to improvise and use things in a symbolic way to represent something else – a form of abstract thinking
- to carry out my ideas, with the cooperation of others
- to exercise my imagination and creativity

When I participate in circle time activities I am learning...

- to listen, sit still, and understand spoken language
- to add my ideas to the discussion - my ideas have value
- to wait while others are talking
- to use shared signs and signals
- new vocabulary connected with the topic of discussion
- to remember the words of songs and poems
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to think ahead to what we will do and what we will need in order to do it

OUR TEACHERS

TEACHER KATIE

I'm so fortunate to be a part of the fabulous LCP Cooperative Preschool community! I arrived first as a parent when my own preschoolers began attending the school, and quickly grew to love the space, the families, and the culture. I began as Head Teacher in 2006, a shift from the fifth and sixth grade classes I had taught previously in the Lake Washington School District. I studied at the UW for undergraduate studies and earned my Masters in Teaching from Seattle University, a background that prepared me well to now teach the Bumblebee and Dragonfly classes and serve as Parent Educator to families in the Dragonfly class. It is an honor to know and work among families during these preschool years. I love learning about individuals and families - knowing and working with them through their hopes, challenges, and growth. It is full of change and often surprise, and therefore, learning on many levels for all involved. I hope your expectation will be that there is room for you to risk, stretch, share and learn among the children, parents, and others that make up this community.

I believe the preschool years are so critical for children in establishing their norms and expectations about relationships, their sense of self and emotional literacy, and their orientation toward learning. The first and foremost vehicle for all their learning at preschool should be through simple play. Whether make-believe or messy, gooey exploration, kids' experiences in play and in their interactions surrounding that play make their learning meaningful to them. My role as teacher, as I see it, is to build relationships with and among the students and their families, and to see that their play is rich and rewarding. I believe that by making thoughtful, deliberate decisions about classroom activities and conversations, our kids will become more and more skilled as thinkers, problem-solvers, lovers-of-learning, and in their relationships with family and friends.

TEACHER MARITA

As an educator with a master's degree in creative arts and learning, I truly believe in the power of the arts to engage learners of all ages—so expect to sing, dance, paint, build, design, create, and pretend right along with our Crickets. I believe it is through this creative, emergent PLAY we all learn our most basic and vital skills to grow and thrive. While all of our activities support the development of fine and gross motor skills, I challenge myself to center social emotional learning and anti-bias education goals. Cricket year is a year of building independence and identity while navigating relationships, like being a good friend. We focus much of our learning and play on building our language and practicing how to advocate for ourselves and others—i.e. conflict management but through our ABE goals of self love, embracing differences, identifying bias and demonstrating empowerment. We use seasonal provocation, and lots of picture books, to inspire curiosity and to lean into our play to see what emerges and guide to what tools to add, or what conversations and stories might need to be shared. I'm dedicated to creating a space for our Crickets to develop compassion for others by practicing simple, powerful lessons that foster self love, feelings and empathy, gentleness, self-control, friendship, and conflict resolution. This might show up as a short mindfulness moment, a specific story or song, or a puppet friend with a "big" problem. Our daily mindfulness helps us slow down and get in touch with our breath, body, and minds while improving executive functioning to find focus, energy, and, sometimes, calm. We celebrate it all in Crickets!

PARENT EDUCATOR JANE

Dear Lakewood Cooperative Families,

First of all, I would like to extend a warm welcome both to our returning families and to our new families here at Lakewood Co-op (LCP). I have been a Parent Educator at LCP for the past 8 years and I am delighted to return as Parent Educator for the Bumblebee and Cricket families again this year.** I look forward to continuing my relationship with the families I worked with last year AND to getting to know all the new Bumblebee and Cricket families.

By way of background, I earned my Bachelor's degree in Psychology from the University of Washington and completed my graduate-level training at the Parent Coaching Institute through Seattle Pacific University. I am a Certified Parent Coach in private practice, and the founder of Parent Coaching Northwest, LLC.

As many of you know, Seattle Colleges and LCP have a decades-long history of working together to nurture, support, and educate every child and parent in the Co-op community. It is through North Seattle College (NSC) that I am assigned as Parent Educator for LCP. NSC also supports continuing education for your child's teachers (Katie, Marita and Kit) and me through ongoing workshops, classes and meetings.

As Parent Educator for the Bumblebee and Cricket families, I will spend a lot of time in the classroom, working with and supporting you, your children and your teachers. I will also join you for monthly meetings where we will discuss important topics regarding your child's emotional, physical and cognitive development, as well as supporting and guiding you in your role as parents. I will also have quarterly Meet-and-Greet sessions for all parents and be available by phone or email when you have concerns or want to talk to me outside the classroom.

My husband and I have 18-year-old twin daughters who are heading off to college this fall. Our girls were Bumblebees, Crickets, and Dragonflies at LCP. They (and we) thrived in this warm, rich, play-based community. We fondly refer to our years at LCP as one of the best decisions we've ever made for our girls and for our family. One of the added benefits of LCP is that the community and friendships last long after your child moves on from Lakewood.

We all work hard to be the best parents we can be. As your Parent Educator, I will support you in any way I can so you can have the relationships and lives you want with your families. This is such a special, important time in your child's development. It is an honor and a privilege to share this parenting journey with you and your children. I am confident that this will be another fabulous year at Lakewood.

**Please note: Katie Vos is the Parent Educator for the Dragonfly class.

Warmly,

Jane

OUR COMMITMENTS

***All Children Belong Here * This is Our Promise to You ***

- We will build an open, safe, and mutually respectful school community in which each child and each family is an important and equal member.
- We will never allow differences of any kind to be an excuse to make fun of, exclude, or hurt you.
- We will listen carefully and lovingly to what worries you and give you thoughtful, age-appropriate information and support.
- We will nurture you to feel strong and proud about yourself and your family.
- We will facilitate your skills to be friends with classmates who are alike and different from you.
- We will honor your family's importance to you by building respectful partnerships with them.
- We will provide support to you and your family when they feel stress, anxiety, or fear because of current events or acts of prejudice or hate.
- We will learn about and help your family use legal and community resources to keep you safe.
- We will work to uproot our own personal biases as adults and will speak out against prejudice and bias wherever we encounter it.
- We will mobilize our courage and become active with others to resist and change any policies and practices that threaten to hurt you or your family.

We are in this together — working for a world where every child is protected and honored, exactly as they are.

from <http://www.antibiasleadersece.com/anti-bias-pledge/>

OUR ANTI-BIAS GOALS

(Identity) Each child will demonstrate self-awareness, confidence, family pride, and positive social/group identities.

(Diversity) Each child will express comfort and joy with human diversity, accurate language for human differences, and deep, caring human connections.

(Justice) Each child will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

(Activism) Each child will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

Derman-Sparks & Edwards (2010)

Lakewood Co-op Preschool is committed to providing an anti-bias environment for children, adults, and families. Lakewood Cooperative Preschool is committed to maintaining a diverse and vibrant membership that reflects the healthy and enriching diversity found in Seattle as a whole. LCP believes that the uniqueness of each family structure, cultural affiliations, religious beliefs, financial situation, and life experiences brings riches to the cooperative as a whole when shared among the membership through in-class and extracurricular activities.

We are dedicated to the following goals in anti-bias education:

1. Nurture each child's construction of a knowledgeable, confident self-concept and group identity. This goal means creating the educational conditions in which all children are able to like who they like without needing to feel superior to anyone else. It also means enabling children to develop multiculturally: To be able to effectively interact within their home culture and within the dominant culture.
2. Promote each child's comfortable, empathetic interaction with people from diverse backgrounds. This goal means guiding children's development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences, comfortably negotiate and adapt to differences and cognitively understand and emotionally accept the common humanity that all people share.
3. Foster each child's critical thinking about bias. This goal means guiding children's development of the cognitive skills to identify "unfair" and "untrue" images (stereotypes), comments (teasing, name-calling) and behaviors (discrimination) directed at one's own or others' identities (be they gender, race, ethnicity, disability, class, age, weight, etc.) and having the emotional empathy to know that bias hurts.
4. Cultivate each child's ability to stand up for themselves and for others in the face of bias. This "activism" goal includes helping every child learn and practice a variety of ways to act: (a) when another child acts in a biased manner toward them, (b) when a child acts in a biased manner toward another child, (c) when an adult acts in a biased manner. Goal four builds on goal three: Critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

In addition, it is the desire of Lakewood Co-op that our school reflect the community of the Rainier Valley, and our outreach efforts strive to attain that goal. We ask you to support our goals in the classroom and at home by doing the following:

- Examine your own biases, prejudices, and stereotypes; we all have them. Acknowledge them, then counter them through education, discussion, and personal contact. Discover the similarities; value the differences.
- Use positive language and be accepting of others. For example, when listening to a child's stories about the dad that she has never met, give an affirming response, such as, "Some kids are just like you, honey, and don't have a dad. Some kids don't have a mom. Everyone's family is a little different." Accepting and celebrating the experiences of all the children is the most important step in the anti-bias curriculum.

Identify stereotypes you see and hear in the classroom, in public, in print, or in the media. For example, Disney is notorious for its weak and/or evil depiction of women. Counter this with real-life heroines, from the famous (Rosa Parks) to the everyday (Mom!). When reading a holiday book, point out that some families celebrate Solstice, and some celebrate Chanukah, Christmas, or Kwanzaa during mid-winter. When in the dramatic play area, encourage different kinds of family groups in your play (for example, grandmother, uncle, step-parent, or partner).

- Look for prejudice in language and point it out. Substitute unisex job titles for gender-specific ones (for example, mail carrier for mailman, firefighter for fireman, flight attendant for stewardess, etc.) Do not automatically defer to "he" as society has programmed us to do ("Oh, there's a squirrel. I wonder what it's doing...") This tide can be turned, it just takes a very conscious, continual effort.
- Directly address any negative comments children make regarding differences. Explain that these comments hurt feelings. Acknowledge the differences and put them in context. Point out that we are all wonderfully different in many ways (for example, skin color, body size, facial features, family composition, ability, religious beliefs, etc.). Children at this age are noticing differences. Differences are real; it is the values associated with these differences that can be harmful.
- Be aware of the feelings around difference and disability. Many children are afraid or feel pity when they first learn about a new situation. Help children understand that people in other situations experience happiness, sadness, love, creativity, and other emotions just like we do. Help children understand that we can only know what another thinks and feels by getting to know them.

By promoting Anti-bias attitudes, we will help create a more harmonious world for all children.

ANTI-BIAS DO's

1. Do something! Don't ignore what occurred

If it feels wrong or funny, do something about it. Model speaking up for others.

2. Ask questions to clarify

What happened? What was said? What was each person thinking/wanting/feeling?

3. Respond in some way

Talk with children, talk with Teachers.

4. Answer simply and honestly

If it gives you a bad feeling, say so. You don't need to necessarily explain huge concepts, just speak to this circumstance.

5. Set and reinforce limits

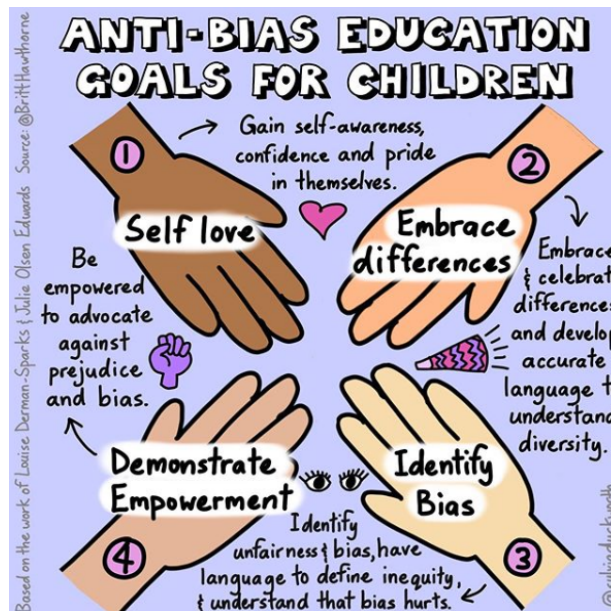
ie. "It's not okay to take things from others," "We don't leave others out," "The toys are for everyone,"...

6. Give comfort and support

Model taking care of one another and moving past others' mistakes; we're all learning here.

7. Follow up

Check in with children to see if solutions worked. Please share about issues and incidents with the



OUR CLASSES

BUMBLEBEE CLASS 1 ½- 2 ½ Years

WHAT DO BUMBLEBEES LEARN?

The Bumblebees are just beginning to explore their worlds. Through creative play, exposure to music, art, and new experiences, they quickly learn about their environment and about interacting with other children and adults. They become aware that they are a special part of a group - our Bumblebees class! We offer them choice in unstructured play -- giving them room to engage in activities that interest and stimulate them, and supporting them in learning at their own pace.

BUMBLEBEE DAILY SCHEDULE

This schedule reflects policies and procedures that align with guidelines from the Centers for Disease Control, Washington State Department of Health/OSPI/DCYF, Washington State Business Reopening guidelines, our County Health Department's recommendations and Organization of Parent Education Programs (OPEP) (link for [COVID-19 SAFETY AND HEALTH GUIDELINES 9/2022](#)). Our LCP Board and teachers remain dedicated to providing a safe learning environment and will update and revise any policies and procedures as needed to best protect our kids and families. Summary of policies:

- Daily Health Screening (& clear policies and procedures for possible exposures)
- Handwashing guidance
- No meals or snack
- Ample outdoor play time
- Vetted, quality air filters in classroom
- An eye to airflow and spacing in setting up play stations
- Cleaning and disinfection protocols
- Optional masking, aligned with current guidelines

15 min.	- Arrival and settling in
15 min.	- Circle time
45 min.	- Open play in classroom, kitchen (easels and sensory), outdoors
15 min.	- Circle time
30 min.	- Outdoors play

Arrival: (9:30-9:45) Arrival

Students and their caregivers will arrive, go potty if needed, wash hands, stow extra clothes and outerwear, affix their name tag, and enter the classroom. Teacher Katie will greet students as they arrive inside the classroom gate, and working adults will come in and begin to engage with students to help them transition into the classroom. They might begin creating at the writing table, explore at the manipulatives table, check in on the babies or play kitchen, or even read a few books. The climber and side rooms (kitchen, art room) are closed at this time, until after circle time.

Welcome Circle: (9:45-10:00) **eyes watching~ears listening~voice quiet~body calm**

We'll help children learn to sit on their blocks spread out around the circle. This is a welcome circle and sets the stage for play. We'll start with "The More We Get Together." Depending on the day and needs of the group, we'll follow with more songs, dancing and/or a story, bringing curiosity, shared language, and some play ideas to the group. At the end of circle time, children will be asked to put away their block, and join in "time to play!" Working adults help by sitting at the circle, joining in, and being a calm, steady presence. Some children may appreciate a quiet hand at their back to help anchor them as they listen and participate or may hope to sit in your lap. T.Katie may point to indicate a situation that could use your attention, but we'll do our best to keep our words and focus on the momentum and fun of circle time together.

Choice Time/Free Play: (10:00-10:45) First and foremost, we'll be facilitating a safe and engaging environment for play and learning at this time. We will utilize the Classroom, Kitchen, and Inner play yard at this time for sensory play, painting, other art and science explorations, blocks, pretend play, and more. As you engage with children, talk with them about what they are doing, noticing, etc. as a way of supporting their thinking and learning. Help manage toys and materials, including when more than one child wants something, or when there is conflict. Anticipate and stop physical conflict before it happens, when possible. When a child is playing with something, it is considered theirs until they have finished. Encourage others to find other items or toys to play with while they are waiting for a turn. **Pre-cleaning and decluttering the classroom** is always helpful while our Bumblebees move from activity to activity. It greatly helps create a sense of calm even during enthusiastic play. You can also engage with and model the play yourself, or refresh the "stage" for play. By doing this, you will likely entice Bumblebees to explore further or revisit an activity, even if they have tried it before. Pre-cleaning also makes for a successful and efficient clean-up time before Closing Circle. Place any toys that may have been "mouthed" or even made contact with masks into the appropriate bin labeled "Toys to be Sanitized."

Potty break (10:30ish): Bumblebees who use the potty may need a reminder or invitation to check in with their body to see if they need to go. Once we know of Bees who are needing a potty break during class, we invite them plus any others to join for the potty break. Because it takes away from valuable play time and can also become grounds for power struggles, we do not usually insist that anyone join at this time.

Clean-Up Time: (10:40ish) We want to set our Bumblebees up for success by helping with pre-cleaning and keeping in mind that this transition time often hits a crescendo of energy. Our clean-up song is "Clean it Up" by the Laurie Berkner Band. While it plays we will invite Bumblebees to help with simple tasks, while also quickly and efficiently just getting the toys up and out of reach, and keeping all the bodies safe as we move toward circle time.

Closing Circle: (10:45-10:55) **eyes watching~ears listening~voice quiet~body calm**

This gathering will be a fairly brief circle, aiming to bring us all back together in fun. We'll do some standing dancing and movement, then sit together (without blocks for this circle) for more, and will finish with our "Sleeping Bumblebees" song.

Transition towards outside play time: (10:55)

During the Sleeping Bumblebees song, children are invited to pretend to sleep - either lying down or resting their face in their hands. Then, in song I will pretend to wake them up with a tickle, a smile, or

some other motion. I will do this with a mind toward spreading out the energy and needs of the individuals as we pass through this important time. Once “awake” Bees may stand, walk out to put on their coat, and meet up again on the rug in the foyer. Adults will need to be nimble at this time, modeling slow, calm movement toward the coats, helping multiple children into their layers and donning their own as well, and assembling with the children to sing while waiting for the whole group to be ready.

Outside Play time: (11:00-11:28)

As we exit the school, adults help guide Bumblebees to the fence - we line up with everyone touching it. Teacher Katie will count the kids, then we’ll link hands with one another to walk out and over to the Lakewood playground. Usually each adult holds hands with about 3 children, with Teacher Katie leading the group to the corner for a safety stop, then across the street, down the steps, and to our “meeting place.” We’ll sing or move together as we wait for all to arrive, then once all adults are ready to staff their positions, it is, “time to play!”

Play time at Lakewood Playground: PLAY!! Adults should check their lanyard tags to know their assigned positions during play time. All eyes on the children in your zone and as they transition into the watch of another adult! Bumblebees play in and around the sandbox and climber area, but NOT in the bushes, on the fields, or on the swings during class. Be sure to let Teacher Katie, who is roving, know if you see anything of concern.

Goodbye: (11:25-11:30). Teacher Katie will let folks know when it is time to regroup at our meeting place. We need to make sure that all children and adults come over to our meeting spot for safety. We will form a loose circle and sing our goodbye song together.

***Bumblebees, bumblebees, turn around
Bumblebees, bumblebees, touch the ground
Bumblebees, bumblebees, reach up high
Bumblebees, bumblebees, wave goodbye!***

Bees will be asked to stay where they are and I will come around the circle to give them a goodbye stamp on their hand. Staying in place prevents clamoring and pushing to be first, and allows me to end with a quick goodbye to each Bee. Working caregivers assist in keeping the children in place and in reuniting with their adult for pickup. If there’s significant news from the day, Teacher Katie may share it at this time. For anything that would benefit from longer conversation, we will follow up by email or make an appointment to chat.

We ask that families exit as promptly as possible so that our working adults can quickly clean in time for us to set up for Dragonflies. **Working adults:** If it’s possible to engage your child in helping with your after-class jobs, please feel welcome to do so. Otherwise, it may be wise to ask another caregiver to hang out with them for a few minutes - outside at the park nearby, or possibly on the couch with a book or toy in the classroom. You are ultimately responsible for your own child during this time - please do not leave them to roam on their own. With the open doors and multiple gates, there are many safety concerns in addition to the usual need to be able to set out toys and materials and have them ready for the Dragonfly students. If a snack will help your child make it through this time, they may eat outdoors, seated and distanced from others. Be mindful that NO NUTS are allowed onsite at LCP, and please be considerate in cleaning up after any snacking. Thank you!!

CRICKET CLASS 2 ½ - 3 ½ years

WHAT DO CRICKETS LEARN?

Crickets learn how to interact, negotiate and play with others. As they explore their world they begin to realize that it's much more fun to play with a friend than to play alone. They learn how to form friendships and about other people's feelings. Crickets start playing interactive games with each other. They learn through stories, singing, play, art and games. Crickets are improving their large and fine motor skills daily and are learning to interact with their environment in new ways.

CRICKET DAILY SCHEDULE

This schedule reflects policies and procedures that align with guidelines from the Centers for Disease Control, Washington State Department of Health/OSPI/DCYF, Washington State Business Reopening guidelines, our County Health Department's recommendations and Organization of Parent Education Programs (OPEP) (link for [COVID-19 SAFETY AND HEALTH GUIDELINES 9/2022](#)). Our LCP Board and teachers remain dedicated to providing a safe learning environment and will update and revise any policies and procedures as needed to best protect our kids and families. Summary of policies:

- Daily Health Screening (& clear policies and procedures for possible exposures)
- Handwashing guidance
- No meals or snack
- Ample outdoor play time
- Vetted, quality air filters in classroom
- An eye to airflow and spacing in setting up play stations
- Cleaning and disinfection protocols
- Optional masking, aligned with current guidelines

Crickets Arrival: (9:00-9:15)

Enter through the front gate, and head into the foyer to help your Crickets wash hands. Help your Cricket find their picture name tag to mark where they choose to hang up their outerwear and belongings. The sign-in sheet will be at the entrance to the classroom where we will welcome your child and support this transition into the classroom.

Welcome Circle: (9:15) **eyes watching~ears listening~voice quiet~body calm**

Circle Spots will be strategically placed at a safe distance around the circle. We start with warming up our bodies with the "[Mr. Cricket Hop](#)" song by Kira Wiley. This is a welcome circle and sets the stage for play. Depending on the needs of the group we might sing a song and/or read a story that might bring curiosity to the play provocations around our classroom.

Choice Time/Free Play: (9:30-10:30) Our number one job is to facilitate a safe and engaging environment to play and learn. Depending on the number of Crickets and working caregivers in class each day, we will alternate use of space between the inner play yard open for outdoor play or the kitchen area opened with sensory and playdough fun.

Pre-cleaning and decluttering the classroom is always helpful while our Crickets move from activity to activity. It greatly helps create a sense of calm even amongst enthusiastic play. In fact, a newly set “stage” may re-entice a group of Crickets back to activity even if they have tried it before. It makes for a successful and efficient clean-up time before Closing Circle. Place any toys that may have been “mouthed” or even made contact with masks into the appropriate bin labeled “Toys to be Sanitized.”

Potty Party: (around 10:15/10:20) Sometimes this is a big party, depending on how many Crickets have self-advocated to the bathroom earlier in our play time. We try to give crickets the opportunity to listen to their body and choose to go. But, we also want to set them up to create their own success and learn from it.

Initial Clean-up of Kitchen: (10:20) Timing will depend on how busy things are or what projects are being completed. Any clean-up started when one or two Crickets are still in there helps us get ahead.

Clean-Up Time: (10:30) While we want to set the stage for Crickets helping with clean-up we have to keep in mind that this transition time often hits with a crescendo of energy. So we need to invite Crickets to help, but be quick and efficient about getting the class cleaned up. This also helps encourage buy-in to circle because there are no toys still out.

Closing Circle: (10:30-10:45) **eyes watching~ears listening~voice quiet~body calm**

Circle Spots will be strategically placed at a safe distance around the circle. Having all working adults at Closing Circle can be crucial to setting the tone of this transition! This is by far the most structured time of our day and challenges our little (and big) bodies and minds to stay focused on a single group activity. Temperament, personality and simply interest play into how each Cricket comes to join and participate in Circle at their different, and appropriate, developmental stage. **During circle time I need caregivers to actively participate and encourage the Crickets around you to do the same.** Plus it’s fun!! While keeping talking to a minimum we depend on the use of gentle persuasion to get children to Circle and to help them stay there. If a child wanders to the middle of the circle or lies down **simply helping them back to a circle spot is best—often without words** and with a final loving hand on the back. Sometimes a comfortable seat on a lap (if comfortability and safety allows) is enough to entice. It’s always great to try to invite a reluctant circle-goer to circle. But, don’t start a fight. We can remind Crickets that the classroom is now closed for play and that we will be moving outside after circle. Knowing what to expect can help Crickets feel more in control and willing to join in with the group.

Transition to Park: (10:45) - We will end Circle time with “Sleeping Crickets Song.” Crickets get a chance to choose belly up or belly down, as well as give consent for a back tap, tummy tickle, or waking up on their own after three belly breaths.

What do you do with a sleeping Cricket? x2
Take three belly breaths & then they wake up
Take three belly breaths & then they wake up
Then we’ll go outside. x2

(Crickets lie belly up or belly down & find a moment of rest)
(Crickets take three belly breaths & wait for a tap or tickle)
(Working caregivers exit and turn off lights)
(Teacher Marita ensures Crickets have exited the building)

SEE Cricket Park Procedures on page 17 FOR SPECIFIC INSTRUCTIONS

Large Motor Park Play: (10:48-11:28) PLAY!!

Goodbye: (11:28-11:30) As you arrive at the park for pick up please use the stairs to enter, as opposed to coming down the grassy bank. This is a safety procedure that models for our Crickets to also use the stairs when we enter and exit the park. Please also come join us for our Cricket Goodbye Song and assist in keeping our bodies safe through this transition. Teacher Marita will gather the Crickets to our meeting spot “*Crickets, Crickets, Everybody Everywhere. Crickets, Crickets, Time to meet up over here!*” While we wait for friends we will start with practicing our Cricket hops, adding some trickier one legged jumps, jumping jacks, and eventually various pretend play egg hatching by the end of the year. Working caregivers can help by actively encouraging Crickets to finish play and join the group and will sing our Cricket Goodbye Song:

I am a Cricket!

***I can jump so high!
We sing and we play!
And now we say "Goodbye"!***

At the end Crickets will be asked to stay where they are and I will come around the circle to give a stamp. Working caregivers will assist Crickets gathering belongings and make sure the sign-out sheet is being passed around to adults picking up. One working caregiver can stay to help me double-check all Crickets are signed out.

After Class: (11:30 am) Working adults need to be heading back to the class ASAP after our Cricket Goodbye Song to ensure our classroom is ready for the Dragonflies to arrive. We will ask Crickets to wait on the couch in the classroom during the after-class cleaning. Sometimes it's most efficient to have an adult read a story to keep Crickets engaged or it can be helpful to keep the children of working adults at the park to play so the cleaning can be done quickly. We are in this together!

THANK YOU ALL sincerely for working so hard to support our Crickets and larger LCP community thrive!

CRICKET PARK PROCEDURES:

-We need all hands on deck for this big transition, so please come ready to Closing Circle. All caregivers present at that second circle are important. One person can focus on getting shoes on any child who doesn't have them, the rest should participate in Circle and help mainly by being present and engaged, watching for safety, giving quiet taps or signals to children to help them as needed.

When we go to the park I know what to do.

Be ready as soon as "Sleeping Crickets" starts

I am safe and my friends are, too.

Caregivers open gate and door w/ small group

-From circle, I'll dismiss several kids at a time by singing the "Sleeping Crickets Song." Working adults should each take charge of a small group of children and help your small group move safely through the gate and doorway (which should be propped open), help them find their coats, put them on, and take a seat on the rug in the foyer. A working adult can always help by turning off the light and grabbing the sign in sheet and backpack, as well towels on a rainy day.

-Leaving the classroom, some children may balk and want to stay. Your role should be to help keep the group energy heading out. Please don't stop to persuade kids, chase, etc, especially your own child. Often once the lights are out and no back-and-forth is occurring, children want to come and do so more willingly. I'll swoop through at the end for any stragglers, and I'll be relying on the working caregivers to be maintaining our safety and norms out in the foyer.

I put on my coat and zip it up snug.

Adults help (later we will learn the flip trick)

I show I am ready and sit on the rug.

-As we gather there, we'll sing songs quietly as the others are finishing getting ready. Again, I will be the last person out of the classroom so if I am not ready to lead the songs and you are sitting there ready, please dive in and sing with them! The Wheels on the Bus and Itsy Bitsy Spider are examples of great songs for this time. *(In anticipation of this time, I recommend having your jackets readily available on the coat rack out in the foyer.)*

We wait for our friends & sing a song.

Adults lead if T. Marita is dealing with issue

Everyone listens so it won't take long.

T. Marita will wait until all Crickets are sitting

Having everyone sit and sing with gentle voices is the eventual goal. I will have to be a stickler about this and need your help encouraging as we wait for ALL children to sit on the rug before we go outside. It may take some time, but we need our crickets to trust in our routine to promote safety for all.

Count each Cricket—1, 2, 3 . . .

T. Marita counts (will wait if needed)

Ask a friend to hold hands with me.

T. Marita opens door when all hands are held

-Holding hands sometimes takes a minute to coordinate and we can all help children find a hand to hold. Once we have everyone in hand I will open the gate and we will start our walk to the park. The last working adult out of the school should close the front door. This is also an opportune moment to confirm with Teacher Marita that she has the Key! ;)

We're marching, We're marching to the playground. X3 → *T. Marita will lead with a variety of walking suggestions*

So we can have some fun.

→ *This helps keep Crickets focused on moving forward*

Walk to the corner on my own two feet.

Caregiver will lead if T. Marita needs to assist

Check for cars before crossing the street.

*T. Marita: "Hey Crickets" Crickets: "Hello"
eyes watching~ears listening~voice quiet~body calm*

-We will stop at the corner and wait for everyone. I will say "Hey Crickets!" and wait for "HELLO" in response. Then we will check for safety before crossing the street. *Street check:*

There are no cars coming down the hill

We all look up the hill

There are no cars coming from the school

We all look back towards school

There are no cars coming from the park.

We all look towards the park

We are safe to cross the street!

We start to cross the street

-Now we cross the street and walk to the park. Sometimes we sing more songs, sometimes we just walk and notice while we walk. We will help our crickets down the stairs and gather in the same place we have been gathering for our end of class song.

We stop at our Meeting Place—We won't wait long.

Working adults leave to their park areas

We know we are ready when we sing this song:

Crickets sing song and then play!!

-We will assemble on the playground at our "Meeting Place," standing in a cluster or circle as I lead us through a series of power poses and we fly into the air and land back on the ground with hands on our hips. This is an important safety measure, allowing all adults time to arrive, check lanyard tags for their "positions" at the park, etc.) The Crickets will know it is time to play when we all sing the final lines of the Cricket Park Song:

"When I go to the park I know what to do.

I am safe and my friends are, too.

I am ready to run.

I am ready to play.

Crickets are ready for the park today!"

→ *Teacher Marita says "GO PLAY!"*

-Play time! Important playground rules include: Stay on the sidewalk and wood chips (off the grass, out of the bushes). Watch for safe bodies on slides.. Stay close when children are climbing. Wood chips and sand can be dug into and dropped, but not thrown. Shoes on. Have fun! Talk with and be playful with the children!

-Ending: I will circulate calling all Crickets back to our Meeting Place with this song:

Crickets, Crickets!
Everybody, Everywhere!
Crickets, Crickets!
Time to meet up over here!

Again, this is a really important safety measure, allowing working adults to see that all children are re-assembled together. Each caregiver should sort of sweep in the children who were playing in their area, ensuring that they come back to the group. Please ask other adults for help when you need it, and help scan the whole group to be sure no one is slipping through and back to play. Remind the Crickets we need to sing our song and then get our stamp! Once we're all assembled, we'll sing our good-bye song, we'll pass around the sign-out sheet, and I'll give stamps to children. Please, please help keep an eye on everyone at this time, particularly any child whose caregiver has not yet arrived. I'll be consumed with saying goodbyes to the kids and finding anyone I need to convey a message to about the day. One working adult should circulate the sign-in sheet to be sure everyone is signed out before returning it to me.

-Once everyone is signed out, working adults who need to finish cleaning should ask for my keys and head back to school to finish up. Key-holder should prop the door for others and leave my keys at the sign-in station in the room. The next class starts at 12:00, so the clean-up does need to be done right away. Often, another caregiver may be willing to stay and watch an extra child or two at the park so the cleaning can be done more efficiently.

DRAGONFLY CLASS 3 ½ - 5 years

WHAT DO DRAGONFLIES LEARN?

By the time a child reaches age three or so, they have usually begun to engage in cooperative play on a large scale. With the support of loving caregivers and their teachers, the Dragonflies learn to negotiate conflicts that inevitably arise in their play, they learn to utilize the social skills they've been role-playing in circle, and they learn to navigate the ever-changing world of friendships. In addition to learning important lessons in community living, they also have the freedom to develop their own sense of self. Every day, Dragonflies are offered a myriad of different mediums to choose from. They choose how to express their innermost self---whether it be through story dictation, constructing buildings, painting on the easels, clay sculpting, or dancing to music. Academic areas such as reading and writing and science and mathematics are integrated deliberately into everyday activities. Children thus receive the message that learning is always available in the here and now. It is useful and practical, and is something they are wired to do. Dragonfly caregiver alums have testified that their children thrive in kindergarten because not only do they leave LCP with appropriate early academic skills, they also leave with strong social and emotional awareness and skills that allow them to navigate powerfully in their relationships with other children and adults.

DRAGONFLY DAILY SCHEDULE

This schedule reflects policies and procedures that align with guidelines from the Centers for Disease Control, Washington State Department of Health/OSPI/DCYF, Washington State Business Reopening guidelines, our County Health Department's recommendations and Organization of Parent Education Programs (OPEP) (link for [COVID-19 SAFETY AND HEALTH GUIDELINES 9/2022](#)). Our LCP Board and teachers remain dedicated to providing a safe learning environment and will update and revise any policies and procedures as needed to best protect our kids and families. Summary of policies:

- Daily Health Screening (& clear policies and procedures for possible exposures)
- Handwashing guidance
- Ample outdoor play time
- Vetted, quality air filters in classroom
- An eye to airflow and spacing in setting up play stations
- Cleaning and disinfection protocols
- Optional masking, aligned with current guidelines
- Snack for Dragonflies only, outdoors

20 min.	- Arrival and play, outdoors and indoors
15 min.	- Circle time
40 min.	- Outdoors play
30 min.	- Snack Outdoors
55 min.	- Choice Time in classroom, kitchen (easels and sensory), outdoors
20 min.	- Circle time

Dragonfly Arrival: (12:00-12:15)

Dragonflies enter through the front gate and head inside to use the bathroom, wash hands, stow their jackets and snack bags or boxes, and affix their name tags. Teacher Katie will greet students and caregivers as they arrive inside the classroom gate, and working adults will come in and begin to engage with students to help them transition into the classroom. They might begin with a writing prompt at the circle rug, jumping into a game of make-believe with the babies or animals, playing outside in the inner play yard, exploring or building at the manipulatives table or in the blocks corner, or with any number of other classroom activities.

Transition to Circle: (12:15)

“The More We Get Together” song and verbal cues mean it is time to begin our day together at the circle. Those outdoors will come in, any toys or materials in use will be put on pause, and all will gather together for circle time. Children will be spread out around the perimeter of the circle rug, using their laminated photos to guide them to their places.

Welcome Circle: (12:20-12:35) **eyes watching~ears listening~voices quiet~body calm**

We begin our welcoming with names, songs, and sharing about our day and plans. When appropriate, students may perform class jobs from the Job Chart. Then we quickly get back outside for some big-body play.

Outdoors Play: (12:35-1:15)

We transition to outside play, stopping at the bathroom and for coats and layers on our way out, to line up at the fence, and count the students. Once ready, we will travel together to Lakewood Park for play on the climber, in the sandbox, on the big field, or around the trees. There will sometimes be facilitated group games for children to join in with, and we will watch and support them as they learn to organize, advocate, resolve issues and questions in their play over time. Off-limits areas will include the bushes, slopes up to the street, the baseball diamond and dugouts, and we won't be utilizing the swings during our class time.

Adults will have designated zones to monitor and watch, though we will flex as needed to accommodate the students' play and interests.

Snack Outdoors: (1:15-1:45)

We return to school to use the bathrooms, wash hands, and children retrieve their snack bags/boxes and water bottle from home. This is an important time to recharge their bodies, practice their independent skills in managing their snack materials, and is also a special time to socialize, practicing their listening and speaking skills. Mats will be spread at distance in circles to create smaller-sized groups for snack time, with one adult joining each group to help encourage conversation and support any needs that arise. Children may choose a mat from those available, unless seating has been otherwise specified. Often children are hungry and really dig into food at this time - as you pack their sack each day, it may be helpful to consider it a (second) lunch. Please also remember that any food brought onsite must be completely NUT-FREE.

Transition to Play: (1:45ish)

As children finish eating, they are responsible for packing up what remains of their snack. Packaging, boxes, leftovers, etc. all go back into their container to keep things simpler for us at school. We do not attempt to manage food waste and garbage. Once they have packed their things back up, children are reminded to wash or sanitize their hands, and put their snack bag away at the coat rack. Some children will be ready before others. In some cases we may encourage a child to spend a bit more time sitting and enjoying this restful time together, while in other cases, we may hurry a child along to finish and get ready to play.

Choice Time: (1:45-2:40)

This is such special, important time for our Dragonflies! During this time, we return inside to the classroom and children are able to select from a number of play stations - creating, collaborating, and exploring to their heart's content. They will be specifically invited to participate in certain activities and projects at times (ie. Books of the Year, mask-making and other special projects), and will sometimes take the lead in exploring - suggesting, and guiding the types of materials and activities made available to them. As adults in the classroom, your role is to be watching, and learning about them and their interests. You can offer support in the moment when they need modeling or assistance, in conversation and as problems arise, and by following up with a teacher when you are puzzled, curious, see an opportunity, etc.

An overriding goal for the year is that Dragonflies become more and more competent in recognizing their feelings, managing and expressing them effectively to the adults and children around them, and that they will come to see themselves as problem-solvers and change-makers. Expect conflict, frustration, etc. at times, and do your best to encourage and guide them in calming down, naming problems, suggesting and trying out their own solutions, and reflecting on how their attempts worked. Our role is also to hold boundaries for them around safety - both physically and also emotionally. They will likely be busy testing and learning their powers with language and in social interactions, and our job will be to continually draw out and hold up respect and kindness for all. We will particularly emphasize finding ways to include others, and helping all those around us to feel seen and valued.

Clean-Up Time: (2:35ish)

"Oh My Goodness, Look at this Mess" by Sweet Honey in the Rock will be our clean-up song. Tidying in advance can be very useful, and Dragonfly children are expected to dig in and help in the area where they

are playing at clean-up time. Recognize and acknowledge great help from children when you see it, ask for their help when you need it - these are great opportunities to practice a culture of working together and supporting one another.

Closing Circle: (2:40-3:00) **eyes watching~ears listening~voice quiet~body calm**

We come together to close out our day. We will sing, share some of our work and ideas about the day, and finish with a story. This is always a special and beloved time of the day!

Dismissal (3:00)

We'll dismiss from the closing circle a few at a time. Children will gather their things and meet caregivers at the gate outside. A teacher will be available at the gate in case there is unusual or important information about the day to share with caregivers. Children whose adults are working in class are asked to 1. Actively help their adults with their clean-up tasks or 2. Sit in the couch area, looking at books until it is time to go

SPECIAL DAYS IN DRAGONFLY CLASS

In addition to the schedule described above, Dragonflies class will be shaped by the following special days:

Mondays

Regular writing prompts and sharing
Group game day at the park

Tuesdays

Second Step lessons in Skills for Learning, Empathy, Emotion Management, Friendship Skills, and Problem-Solving. Our group divides in half for work and play, so children are part of a half-sized group for the majority of the day, completing the schedule in different ways. The lesson content is focused on exploring and developing important sub-skills in the areas listed above, using puppets, pictures, small-group conversations, and games.

Wednesdays

Wheel Wednesday! Riding bikes, trikes, scooters, etc. to the park

Thursdays

Spicy Partners: Teacher-paired play sessions in class, encouraging play with different play partners and also at different stations within the classroom spaces

Yoga class with Teacher Katie or Music class with Eli Rosenblatt

SECOND STEP CURRICULUM FOR DRAGONFLY CLASS

Unit 1: Skills for Learning, Self-regulation

1-Welcoming

Introduce yourself, invite others into play

2-Listening

Listening rules: Eyes watching, Ears listening, Voices quiet, Body calm

3-Focusing Attention

Use "attent-o-scope"

4-Self-Talk

Talking to self quietly or in head to help focus on what they need to do

5-Following Directions

Repeat directions using self-talk to help remember

6- Asking for What you Need or Want

Face person whose help you want, use a strong respectful voice to ask

Unit 2: Empathy

7-Identifying Feelings

Use clues on faces and bodies to tell how others feel (happy & sad)

8-More Feelings

Use clues on faces and bodies (+surprised & scared)

9-Identifying Anger

Use clues to recognize anger. Anger is okay, normal. Not okay to be hurtful when angry, though.

10-Same or Different Feelings

People can have the same or different feelings about the same thing

11-Accidents

Didn't mean to? Let them know. Nice to say sorry, too.

12-Caring and Helping

Say something kind, do something helpful to show you care

Unit 3: Emotion Management

13-We Feel Feelings in Our Bodies

Focus on your body to tell how you are feeling (+worried feeling)

14-Strong Feelings

Hand on tummy, say "Stop" to start calming strong feelings (+frustrated feeling)

15-Naming Feelings

Naming feelings helps calm down, Talk to a grown-up about strong feelings

16-Managing Disappointment

Belly breathe to calm down strong feelings (+disappointed feeling)

17-Managing Anger

Relax body to calm down angry, okay to be angry but not hurtful

18-Managing Waiting

Count different things to help wait calmly

Unit 4: Friendship Skills and Problem Solving

19-Fair Ways to Play

Play together, Trade, and Take Turns

20-Having Fun with Friends

Choose to play fair vs. insist on own way; playing together is fun

21-Inviting to Play

Ask, "Would you like to join us/play?" It helps everyone feel included

22-Joining In With Play

Get close, watch, give ideas/comment on what you see, ask if you can join

23-Saying the Problem

Calm down first, use words to describe the problem

24-Thinking of Solutions

Think of lots of safe ideas for solving problems

25-Speaking Up Assertively

Speak up in a strong, respectful way

Unit 5: Transitioning to Next Year

26-Learning (Next Year/in K)

Review Listening Rules, focusing attention, using self-talk

27-Riding the K Bus

Review using cues to tell feelings in others, having different feelings about same things, use

Calming-Down Steps to calm strong feelings

28-Making New Friends

Review Fair Ways to Play, inviting others to play and asking to join in play

DEVELOPMENTAL CHARACTERISTICS of CHILDREN

Not all children grow according to a particular list or set of guidelines! As a child develops, we always need to understand their particular needs and individual trajectories. It can also be useful, though, to have a sense of the progression of development for children in general. What follows are lists of some common, loose markers of development as they grow.

The Two-Year Old

- Language is developing rapidly; vocabulary expands, links words, repeats words, begins using language to express desires and emotion
- Follows simple instructions
- Copies others, especially adults and other children
- May be excited to be with other children and by being part of a group
- Shows more and more independence
- The child may explore defiant behavior (doing what they have been told not to)

- Plays mainly beside other children (parallel play), but is beginning to engage in simple make-believe, such as in games with scripted roles, such as a “tea party”
- Follows “Toddler Property Laws” - If I’m holding it, it is mine. If I was holding it earlier, it is mine. If I like it, it is mine. If I want it, it is mine. Needs support around this.

The Three-Year-Old

- The child seems to be in a period of equilibrium
- The child is agreeable
- The child enjoys playing with children his/her age
- The child can often take turns
- The child is learning to verbally express his/her needs and feelings
- Beginning to see relationships; has lots of questions, why? how? what?
- Physically vigorous; running, jumping, riding tricycle
- Small motor coordination developing; more precise drawing, cutting with small scissors
- Very vivid imagination, plays imaginary games; may have an imaginary playmate
- Strong need to express themselves verbally; may stutter, because s/he cannot get words out fast enough
- Starting to feel a need to be powerful; eg. superhero play
- Fears of monsters, the dark, imaginary dangers

The Four-Year Old

- Emotionally explosive, often volatile
- Testing boundaries; often it seems the testing is never ending
- Becoming “sassy” verbally
- Physically wild and rambunctious, runs fast, wrestles, jumps
- Small muscle coordination improving; may write name, draw pictures with themes
- Self-help skills improving; zips, snaps clothing, fastens shoes
- Interested in gender questions, body functions; “doctor play”
- Plays in groups of children, sometimes other children are excluded from game
- Games have a theme and become more involved
- Explores leader or follower role in group play
- The children can often negotiate social situations without adult intervention
- Loves sill verbal expressions, rhyming, speaking nonsense, using shocking words
- Learning differences night-day, big-small, slow-fast
- Able to play simple board games; lotto, chutes and ladders, matching games

The Five-Year Old

- Emotionally more stable, satisfied with self
- Helpful, resourceful, often reliable
- Non-stop talking, tells “tall tales”, loves bathroom talk, explores using swear words
- Starting to know the difference between fantasy and reality
- Questions, reasons, sometimes lots of questions about death and dying
- Attention span is growing, more invested in completing a task
- Physically still has enormous needs to move around; good balance, may know how to skip, ride two-wheeler
- Small motor coordination improving, interested in writing letters, numbers

- Interested in reading; Often will ask “What does that word say?”
- Shows definite hand preference
- Good self-help skills, can get dressed independently, brush teeth, get own breakfast, snacks
- Very social, loves to play with friends, can handle group play without much intervention
- Exploring group dynamics e.g. who is the leader? Who gets to play? But more inclusive in play than younger children
- Able to participate in elaborate activities such as acting out a plot, playing checkers, doing involved art projects

STAGES OF CHILDREN'S RACIAL IDENTITY

by Louise Derman-Sparks

By the **age of two**, children begin absorbing socially prevailing stereotypes, attitudes and biases about themselves and people different from themselves. They begin to show discomfort or fear or even dislike toward a person with a different skin color, different language or with a physical disability.

By the **age of four** children seek labels for racial/ethnic identity and they have their own theories about what causes a disability, skin tone or gender. Adult verbal and non-verbal responses greatly influence these beliefs. They can understand that name calling and teasing about a person's looks, gender, background is unfair.

By **five years of age**, children begin to explore what it means to be from one race compared to another. They are taking cues from what the socioeconomic make-up of groups and institutions tells them about who makes decisions/is in the leadership, who has access to resources, who is not there etc. These revelations begin to effect the child's sense of group and individual identity.

By **six**, children can and do describe worth, happiness and wealth in concrete terms – what they see. And they see themselves as a member of a (racial) group.

Children **six, seven and eight**, continue to gain information (correct and incorrect) and develop feelings about human differences. They begin acknowledge the many aspects of their identity (gender, ethnicity, class etc.) And they are capable of making judgments about equity/unfairness/privilege. They begin to voice the "truths", stereotypes and biases they have been taught.

By the **age of 9 or 10** these attitudes have solidified. And for some it will take life-changing experiences to challenges them to not only rethink but to change their beliefs and behaviors.

<https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/02/Stages-of-Childrens-Racial-Identity-Development.pdf>

WORKING CAREGIVER ROLE

Your primary role as a member of Lakewood Co-op is to work as a support teacher in your child's class. This involves supporting the teacher in whatever way possible. It also means modeling social behavior for all the children. Your job is to help children know what they can and cannot do. Humor and faith in children's growth is essential!

Here are a few helpful hints to keep in mind to make your job easier:

- Sit down whenever possible while working with children.
- Use a low, quiet voice. Enunciate clearly.
- Try to limit socializing with the other adults while working so that the children can benefit more from your time together.
- Use language that the child can understand. Help the child learn the meaning of words by example. Show them how. "Pull on the lever" makes little sense if they don't understand the words.
- Answer questions and talk to children when the occasion calls for it but avoid talking to them all the time.
- When children are working or playing well, do not interfere - just observe and perhaps add to or provide resources when appropriate.
- Avoid talking about a child in their presence.
- Be patient. Children need time to develop and improve gradually.
- Suggest what a child is to do rather than what they are not to do. Look for what is right with the child instead of looking for problems.
- Before giving a direction, obtain the child's attention.
- Avoid conflicts and forcing an issue as much as possible. A little ingenuity often makes a situation go smoothly. The child needs to establish a pattern of happy performance rather than one of negative refusal.
- Utilize the positive guidance techniques taught in caregiver education meetings and demonstrated by the teachers. Physical discipline is never used in the classroom.
- Praise the type of behavior you wish continued. Success is the best reinforcement possible.
- Allow the child to learn by experiment. Help them only when it is necessary to avoid failure and discouragement. Encourage them to find out for themselves.
- Accept and appreciate each child as they are, remembering each child is different. Observe and study their "uniqueness" and their "sameness." This will give us the foundation for what we do with and for them.
- Reflect the anti-bias philosophy of the classroom through your words and actions (see ANTI-BIAS GOALS page 34-36).
- Be relaxed, enjoy the children, and let it show when you are having fun.

WHAT LIFE IS LIKE FOR ADULTS BEGINNING PRESCHOOL

Often caregivers are surprised to find that they have adjustments to make at preschool just like children do. Many beginning adults find themselves feeling a bit “lost” at first. Keep in mind that this is a common experience.

You may feel a bit overwhelmed:

- How do you function as a working adult in the classroom?
- Where are all the supplies and equipment located?
- What is the daily schedule?
- What are the right procedures?
- Why can't I remember any of the things I'm supposed to have learned about this?

You may be somewhat fearful:

- Your child may embarrass you
- You may feel awkward working with other children
- You may be afraid of making a mistake

You may feel isolated:

- There will be many people you don't know
- There is much said about a co-op being a community, but it may not feel it at every moment
- You may find it difficult to ask questions of others given the busy schedule

All these feelings are natural and normal! How can you function smoothly with a minimum of anxiety and frustration?

TRY TO REMEMBER:

- You can't learn everything at once. Dealing with children and caregivers, learning guidance techniques, and learning to use supplies and spaces is a continuous process - it will take all year.
- Don't be afraid to ask questions. It is an excellent way to become acquainted and lose the feeling of isolation.
- When possible, do activities you enjoy. If you feel uncomfortable in an area, see if someone would like to exchange with you. Share your ideas and activities with the teacher. Build up your confidence and experience by trying new things.
- The teachers and parent educators are resource people. Consult them when you have doubts about handling situations with children or need help.
- Relax and have fun! When learning stops being fun, learning stops!

DON'T BE CONCERNED IF YOUR CHILD:

- ❖ **Doesn't want to participate in the activities.** Many children need to observe before they can participate.
- ❖ **Cannot follow classroom procedures early in the year.** Children gradually adapt to the routine as the year progresses.
- ❖ **Protests when you leave or when they have to share your attention.** It is hard for children to separate from their caregiver or share their caregiver with another child.
- ❖ **Protests when activities change or when limits are set.** It is hard for children to stop an activity, give up an object, and start something new.
- ❖ **Displays aggressive behavior.** Children learn appropriate interaction skills through trial and error.

ALL OF THESE BEHAVIORS ARE NORMAL AND OCCUR IN NORMAL CHILD DEVELOPMENT. AS A GROUP WE WILL WORK TOGETHER TO PROMOTE POSITIVE INTERACTIONS.

CLASSROOM JOB DESCRIPTIONS

It is helpful to understand your role when working in the classroom. Take a look at the next few pages that give you specific directions, as well as example language to use while in your designated working area.

CLASSROOM



During class:

- ✓ Arrive on time, settle in quickly and be ready to engage with children as they arrive!
- ✓ Ensure safety
- ✓ Take lead in supervising Classroom play area, particularly the writing table
- ✓ Add names, date and BB, CR, or DF to student projects at the writing table
- ✓ Call for other adult support when needed
- ✓ Lightly clean/tidy as you go
- ✓ Communicate any ?s or concerns to teacher
- ✓ Join in circle times, participate!
- ✓ At the park: supervise the base of the Big slide

Clean up: Do what you can during “Clean Up” time, return to finish after circle time and class, as needed.

- Place any mouthed toys in bin for disinfecting
- Ask teacher where to put student projects from the writing table
- Clean up play stations, putting away all toys in the classroom. Ask if you're not sure where something goes!
- Disinfect tables and other high-touch surfaces
- Vacuum (DF) or spot vacuum as needed (BB, CR)

Provide substitutions and distractions to children who want the same toy. “That looks neat, doesn’t it? Look – here’s another for you!” Or, “What do you think about this toy?” Remember that sharing is a very difficult concept at this age. For all practical purposes, if a child is holding it, it is hers at this time.

Help children identify their wants and feelings and offer words to help them communicate about them. “You don’t seem to like it when she pulls on the toy. The words are ‘Don’t take it!’”

Encourage a child to “check in” with their friend if they accidentally (or not) hurt someone. If they refuse, find another friend to “check in” in their place – there are always willing bystanders! Give the hurt person your attention first. Ask another adult to help if needed.

Encourage children to try good settle-down places if they seem to need it – the book area, the sensory area, etc.

OUTDOORS/SENSORY



During class:

- ✓ Arrive on time, settle in quickly and be ready to engage with children as they arrive!
- ✓ Once Floater and Classroom people arrive, check in with Teacher about today’s activities and any setup needed
- ✓ Take lead in supervising inner play yard or the sensory table in the kitchen
- ✓ Ensure safety
- ✓ Call for other adult support when needed
- ✓ Lightly clean/tidy as you go
- ✓ Communicate any ?s or concerns to teacher
- ✓ Join in circle times, participate!
- ✓ At the park: supervise the Sandbox area
- ✓ Disinfect mats after snack time (DF)

Clean up: Do what you can during “Clean Up” time, return to finish after circle time and class, as needed.

- Clean up sandbox, mud kitchen, other outdoors areas and/or the sensory table, putting things back in their places
- Dump any liquids from buckets, bins, sensory table, etc.
- Cover sandbox and sensory table
- Disinfect any items from the “mouthed toys” bin

ART



During class:

- ✓ Arrive on time, settle in quickly and be ready to engage with children as they arrive!
- ✓ Once Floater and Classroom people arrive, check in with Teacher about today’s activities and any setup needed

- ✓ Take lead in supervising play in the art room
- ✓ Ensure safety
- ✓ Call for other adult support when needed
- ✓ Lightly clean/tidy as you go
- ✓ Label artwork with names, date, and “BB”, “CR”, or “DF”
- ✓ Communicate any ?s or concerns to teacher
- ✓ Join in circle times, participate!
- ✓ At the park: supervise the base of the Small slide

Clean up: Do what you can during “Clean Up” time, return to finish after circle time and class, as needed.

- Place any mouthed toys in bin for disinfecting
- Clean up painting, play dough, and other materials, as needed. Wash paint brushes, use lids to seal paint cups, seal play dough, tidy materials
- When possible, place students artwork on the BB, CR, or DF slot in shelving unit, or even into their mailbox in the hallway
- Spot wipe easels and trays
- Sweep and spot clean floor, as needed (BB, CR), sweep and mop floor (DF)
- Disinfect tables and other high-touch surfaces
- Dump garbage and recycling from art room

FLOATER



During class:

- ✓ Arrive on time, settle in quickly and be ready to engage with children as they arrive!
- ✓ Ensure safety
- ✓ Find the area where you are needed most, follow the action!
- ✓ Keep a particular eye on the climber for safety
- ✓ Call for other adult support when needed
- ✓ Lightly clean/tidy as you go
- ✓ Communicate any ?s or concerns to teacher
- ✓ Join in circle times, participate!
- ✓ At the park: you are a Floater, follow the action. Keep a particular eye on the platform at the top of the big slide.

Clean up: Do what you can to help during “Clean Up” time, return to finish after circle time and class, as needed.

- Place any mouthed toys in bin for disinfecting
- Sweep, spot vacuum (BB, CR) or vacuum (DF) foyer area and rug
- Check and restock supplies in single and double bathrooms (soap, paper towels)
- Clean surfaces in bathroom
- Take out garbage, dump paper towels in compost

SEPARATION

Remember that anxiety around separation is quite normal and is to be expected. Though sometimes our children surprise us with feeling quite ready and capable to be on their own! We'll be ready to support them however they arrive to school. And, as we hope you will notice in the tips, we are here to support *you*, as well. Remember that each family has their own goals about separation. Our teachers are here to help you navigate that. There is no one *right* way to deal with separation—as we find true with many situations we encounter this year. We will, however, figure it out together!

Arrive on time—Keeping to the routine helps keep a sense of calm and purpose. It will also support flexibility when changes present themselves in the future.

Pick Your Moment—Think about when you should make your exit. Is it best to say goodbye at the gate? Or does your child like to have you walk them to their favorite activity? ***Before circle is best!*** Your teacher will let caregivers know that circle time is coming soon so that you can say goodbye before we begin.

Be Consistent—If you need to leave—no problem—just say your special goodbye and leave. Keep it brief! Linger or coming back to check will prolong the sadness and create motivation to continue the sad behaviors.

Don't Sneak Out—Reducing anxiety means trusting the situation and people involved.

Create a Routine—Perhaps you already have a favorite way to say goodbye—with a special kiss, hug, snuggle, or special phrase. Pick your favorite and do it the same each time so your child can predict what happens next.

Clear Time Expectations—Remind your child that you will see them again soon. Clearly state when you will see them again—i.e. *“in five minutes after I've set up the art room”* or *“after the goodbye song at the park.”* Make sure to return when you've promised, but don't make it a big deal either.

Be Positive—Our children will follow our lead! Enthusiasm and trust from you will help your child feel more at ease.

Trust Yourself—You know your child best. You have also chosen a wonderful place for your child to learn. Trust that even if it's hard your child will receive comfort and care to help them learn how to navigate these complicated feelings.

Ask for Help—Teachers are *always* available to help with the transition with a hand, a book, a hug, a song, or distraction. We will often comfort your child by validating their feelings and suggest a favorite/interesting activity. *“You are sad/mad XX left. It's ok to feel sad. XX will come back. I can help you now. Let's play . . .”* There might even be a particular friend or caregiver that makes your child's transition easier. Fantastic! These trusting relationships are one of the best parts of being in co-op together. We'll work together to learn what works best for your child.

WORDS THAT HELP IN THE CLASSROOM

Use positive words. Instead of “don’t,” tell the child what TO do.

“It is time to ...”

“You need to...”

“That hurts. We try not to hurt others.”

“Keep your hands in your lap.”

“Do you need some help?”

“If you cannot come by yourself, I will help you.”

“We build with the blocks here.”

“How are you going to build with yours?”

Unless there is a real choice, don’t offer one.

Common: “Mommy’s going to go now, okay?” “Do you want to...?”

Instead, let children know what time it is, what will happen, etc.

“It’s time for circle. Let’s go over.”

“I’m going to go now. I’ll be back soon. See you at the park.”

When children can make choices, they feel powerful. Give choices that fit with classroom norms and expectations.

“Will you give that back or should I help you?”

“Would you like to serve yourself or shall I scoop for you?”

“Can I help you wash your hands?”

“Would you like to dump the sand out of your shoes here or over by the steps?”

Avoid calling children or their actions: Good, Bad, Nice, Naughty. Instead, try these:

“You’ve learned how to ...”

“She made a mistake.”

“He’s still learning about...”

“Oops. You might not have known that...”

“You’re still learning how to...”

PAINTS

“Hold the jar with one hand while you wipe the brush.”

“We paint on the paper.”

“Oops, let’s clean this up.”

When commenting on a child’s artwork: “Look at those colors!” “Tell me about your work.” “Those lines are going all the way across the paper.” “You are working so carefully on your picture.”

SAND

“Please keep the sand in the sandbox.”

“If you throw the sand again, you will have to leave the sandbox.”

“Come, I’ll help you find somewhere else to play.” *Endeavor to have the child return to the sandbox before the play period is over so they’ll have success there.*

TAKING TURNS

When two children want the same toy:

“She has the ball now. When she is done it can be your turn.”

“Soon it can be your turn. While you’re waiting, you can play with...”

Child grabs a toy or hits to get it:

“It’s his turn now.”

“Ask them if you may have a turn when they’re done.”

CLEAN-UP

“It will be clean-up time soon. Let’s put these here in the box.”

“Let’s carry this together.”

“Shall we help with the blocks or load the dishes onto the shelf?”

“Here’s something for you to carry. Do you know where it goes?”

“As soon as we stack these here, we’ll be ready to go in.”

CIRCLE SUPPORT

Embrace flexibility and encourage circle time etiquette through positivity and engagement. **We do not want to turn coming and going from circle into a game!** Here are some tips to remember during circle time:

- When caregivers **actively participate and engage** the children around you to do the same.
- **Keep talking to a minimum**, yet use **gentle persuasion** to get children to circle and to help them stay there.
- If a child wanders to the middle of the circle—**help them back to a circle spot, without words (if possible)**.
- **Invite** a reluctant circle-goer to circle. **But, don’t start a fight or a game!**
- If a child strays from the circle clearly remind them that **quiet play** is needed and return to circle.
- **Stay aware during circle** to ensure all children are safe with their bodies.
- **Have Fun!!**

CONFLICT RESOLUTION

Here are some guidelines to help children solve conflicts. Let's say two (or more) children are having a conflict and need help to solve the problem. What do you do?

Approach calmly, stop the hurtful action.

If they are physically trying to hurt someone, get between them. If the problem is over an object, let them know you'll hold the object till the conflict is resolved.

Acknowledge children's feelings.

"I can see you are angry, you both want to play with this toy."

Gather information.

Ask each child what happened. Let them know you will give everyone a turn to talk. Find out what the problem is.

Restate the problem.

Make sure the children know they have been heard and that you understand what the problem is.

Ask for ideas for a solution.

Ask each child what they think the solution should be and maybe even share your idea of a good solution. Decide together what would work best. (This can be the tricky part.) Try to find a solution everyone feels will work.

If someone got hurt, physically or emotionally, find out what can be done to help them feel better. If an ice pack is just the thing, ask the children to help get it out. Maybe a promise to keep feelings safe will help. Helping a child you hurt is much more effective in building friendships than saying sorry.

Follow up.

For instance, if you decide to take turns, help facilitate that. Acknowledge the solution worked, or talk about why it did not work, and try again.

GENERAL LCP SAFETY TIPS

- **Be alert** to the play of the children and **within a close distance** to provide help or support.
- **Avoid being too exciting**—we love spontaneous joy in play, but want to support calm and avoid overstimulation.
- **Stay in your assigned area** unless you have been asked by a teacher or if there are no children in your area and see an immediate need arise elsewhere.
- **Keep your area “clean”**—kids are more likely to return to an area and re-engage if it is inviting. Plus it will help reduce chaos and support our end of the day cleaning!!
- **Be aware** of areas that have a **large number of children**. **Use redirection strategies** if needed to balance numbers around the room/park. If possible **let other working caregivers know** if children are moving out of your area and into another area.
- **Do not be alone** with only one child. This includes diaper changes and potty breaks.
- In Class: **WALKING FEET**. Constant and consistent reminders.
- At the Park: Steer running **games in the same direction** to avoid collisions.
- Children are **NOT allowed to play hiding games** at school.
- At the park: **No playing in the bushes**.
- Keep **conversations** with other caregivers to a **minimum** and **always keep an eye on the play**.
- **Cell phones** should only be used in an **emergency**. (Teachers will carry a phone for caregivers to contact).
- **Dress your child for the changing weather!** We will encourage children to continue wearing the outerwear they are sent to school in or put it on as weather dictates.. However, if a child asks to take off their coat on a sunny day please send them to **“Ask Teacher X”** We will gladly toe the line or allow coats to be placed on the bench/by the backpack based on specific caregiver request.
- Be especially **alert at the beginning and end of class** as caregivers are coming and going—Children may be hyper aware/sensitive to this transition.
- **Children are still under our supervision** until they have been signed out by a caregiver. The teacher will facilitate the orderly dismissal of children to their approved pick-up caregivers. Please keep kids from exiting the gate before they’ve been “handed off” to their caregiver by the teacher.
- **Follow Teacher’s direction or lead** in the moment. THANK YOU!!
- **ALWAYS ask a Teacher if you need support** in the moment or want to process and/or get feedback about a situation after-the-fact. We all learn through practice!

HEALTH GUIDELINES *cheat sheet*

Keep your child home from preschool if you notice any of the following symptoms or conditions. If you are at all unsure as to what your response to symptoms or illness should be, please reach out to Katherine Korniotis, LCP's Risk Manager (508-274-3626 / riskmanager@lakewoodcoop.net). Her job is to help the LCP community stay healthy and safe and she is happy to assist families and caregivers in navigating any uncertainties concerning the health and safety of their children as it pertains to attendance at LCP.

The following is a list of symptoms that may indicate your child (or yourself) has a communicable disease. Keep your child home if any of the following symptoms are present:

- Fever within the last 24 hours (without medication!), irritability, lethargy, persistent crying, difficulty breathing
- Upper respiratory illness such as bronchitis or influenza
- Gastrointestinal illness (vomiting within last 24 hours, diarrhea)
- Rash
- Bacterial conjunctivitis (pink-eye) and yellow discharge from the eye
- Mouth sores that cause excessive drooling
- Head lice

Additional COVID-19 specific guidance and rules will be provided by the school based on current information issued by Federal, State and Local Health Authorities and OPEP. COVID-19 symptoms:

- Fever (100.4F) or chills
- Shortness of breath
- Muscle or body aches
- New loss of taste or smell
- Cough (new, changed or worsening)
- Nausea, vomiting or diarrhea
- Fatigue
- Sore Throat
- Congestion or runny nose
- Other signs of new illness that are unrelated to a preexisting condition (such as seasonal allergies)

If you or your student experience symptoms that are not explained by another diagnosis by a doctor, you may return to the classroom after a negative COVID-19 test, and 24 hours after fever is gone without fever reducing medication, and symptoms have improved. If you or your child does have symptoms and has tested negative, please consider masking for several days to prevent the spread of illness.

See more detailed explanation in your Lakewood Handbook.

WHAT TO DO WHEN...	
I am sick or think I might be soon, and I am scheduled to work in class	Reach out to the scheduled On-Call Caregiver (when there is one designated), asking them to cover for you. Let the Class Chair know, in case there are multiple working caregiver absences and a bigger plan for substitutes will be needed.
I have a question or concern about something I saw happen in class or something my child told me about their day.	Talk to the Teacher. They want you to understand and feel comfortable with all that is going on in the classroom, and would love to talk with you about anything. Sometimes a brief conversation at drop-off or pickup time may be enough, but oftentimes situations merit further conversation. Everyone brings unique perspectives to the classroom, and all voices are important. Together, you and your child's teacher may choose to schedule more time to discuss an issue, bring the topic to a caregiver meeting, or bring related questions or issues to the Board.
Big things are happening at home (child behaviors, other circumstances) and I'd like to talk to someone about how this is affecting my child and/or my parenting.	Set up some time with your class' Parent Educator. They are here to support you during these important years and can share information with you about your child's development, help to brainstorm solutions and practices for your family, or steer you to other appropriate resources.

LCP EMERGENCY EVACUATION PROCEDURES

TEACHER IN CHARGE AS INCIDENT COMMANDER

1. Choose an **alarm signal** that is not used for any other purpose that everyone will recognize.
The teacher would announce a need to evacuate and adults would spread the word to children, "It is time to go" and "We need to go now." Adults would move with small groups of students to an appropriate exit.
2. Locate an **assembly point** that is safe, that everyone should know.
Outside at the fence where we normally line up is the initial assembly point.
3. Bring the **class register** to the assembly point and account for all children and adults.
The teacher takes the sign-in sheet and backpack and is the last to exit the building. The Teacher would count/ensure that all are accounted for, then direct the group to move to a more appropriate waiting spot.

SPECIFICS IN CASE OF EMERGENCY:

1) Where is the meeting point?

For most emergencies, we would meet outside at the fence, where we normally line up. The Teacher would count/ensure that all are accounted for, then direct the group to move to a more appropriate waiting spot, as appropriate. This could be the sidewalk outside of the fence, or even the playground, but would of course depend on the situation, and would not occur until all are accounted for.

(2) Who takes the sign-in sheet?

The teacher takes the sign-in sheet and backpack and is the last to exit the building. Others may work to determine anyone who is missing as they wait at the fence, but ultimately the sign-in sheet will be the best method for accounting for everyone. It is important that adults in the classroom are signed in on this sheet, too.

(3) What alarm is used to alert everyone that an evacuation is occurring?

In the case of a real evacuation, there may be a fire alarm (similar to a home fire alarm) that would beep. Whether this took place or someone identified another need to evacuate, the teacher would announce a need to evacuate and adults would spread the word to children, "It is time to go," "We need to go now." Adults would move with small groups of students to an appropriate exit and meet outside at the fence. The Teacher would stay back to usher out any last people. This should be how each class exits to the park every day (though during a regular class day we stop for shoes and to quiet on the rug in the foyer before proceeding outside).

(4) What procedures would be followed if there were an earthquake?

In the event of an earthquake, instructions would be to duck,cover, and hold. The instruction would be given by the teacher and any other working caregiver. Adults are encouraged to model for children what to do as they repeat the instructions. For instance, "Come to me here under this (table), cover your head like this, hold the (table) like this...". Emergency supplies are on hand and we would remain on site unless it became necessary to evacuate the building. In this case, the Teacher as Incident Commander would either go or designate someone to scout an exit route. Teacher would be responsible for shutting off the gas and water lines, or designating another adult to do this.

(5) What procedures would be followed in the event of an intruder?

An intruder in the building could pose a risk to safety in a number of ways. If an intruder were present in the building close to children, the group would gather in the closest room with a door (Art room, kitchen, Teachers' room, etc.) and a barricade immediately put into place using every moveable piece of furniture. If there were an intruder in another part of the building, the order would be to evacuate the building, much as in other types of emergency. If it becomes known that there is an active chase going on in the area of our school, the group would be directed to proceed to the "Safe Room." The Safe Room at LCP is a locking meeting room located on the main/Sanctuary level of the building. Doors would be locked, and the group gathered away from the windows for safety, though they are opaque. We would hold the shelter in place until clearance was given by emergency personnel.

(6) Are there children who would need special assistance?

There could be at any time with preschoolers, this would vary day by day. The Teacher would identify any special needs and request another adult's assistance when necessary (ie. "Can you lift and carry out this child?...")

(7) Should someone in particular be designated to call 9-1-1?

Much as a first responder would direct someone to call 9-1-1 in an emergency, the Teacher would directly assign someone to call 9-1-1. This would be a very direct request to call, what to say, and ensure that the caller knew which phone to use/where our address is posted. In some instances, the Teacher might make the 9-1-1 call.

SAFETY DRILL SKILLS

Caregivers support children's safety and learning when they understand and assist with the practice activities listed below. Please help model the practice of these skills!

SKILLS:	WE BUILD THESE WHEN WE PRACTICE:
Respond to a signal	<ul style="list-style-type: none"> *Responding to Circle time song *Responding to Clean up song *Stop and listen at the chime/frog/cricket sound **"May I have your attention please?" **"Hey Dragonflies/ Crickets/Bumblebees!...Hello!" call and response at the corner before crossing.
Quiet listening	<ul style="list-style-type: none"> *Learning the language of, "Eyes watching, ears listening, voices quiet, bodies calm." *Listening to adults and other children in a variety of contexts
Follow directions	<ul style="list-style-type: none"> *Participating in classroom transition routines *Playing games *Completing projects
Stick together in a group	<ul style="list-style-type: none"> *Walking to/from the park together *Sitting at the circle together *Maintaining shared boundaries and group awareness when dancing/moving/playing in class or at the playground
Skip a routine – "Go now!"	<ul style="list-style-type: none"> *Learning what a routine is, following a regular classroom schedule *Being aware when they are asked to be flexible and do something differently

SONGS

The More We Get Together

The more we get together, together, together
The more we get together, the happier we'll be
'Cause your friends are my friends
And my friends are your friends
The more we get together, the happier we'll be!

Open, Shut Them

Open, shut them
Open, shut them
Give a little clap, clap, clap
Open, shut them
Open, shut them
Lay them in your lap, lap, lap
Creep them, crawl them
Creep them, crawl them
Right up to your chin, chin, chin
Open wide
Your little mouth
But - Do not let them in!

Little Red Wagon

Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Stop!.....I think I'll paint it (x)

The Itsy Bitsy Spider

The itsy bitsy spider went up the water spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the Itsy bitsy spider went up the spout again
*(Repeat with different types of spiders
And different singing voices)*

I'm a Little Teapot

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get all steamed up, hear me shout
Tip me over and pour me out

The Wheels on the Bus

The wheels on the bus go round and round
Round and round
Round and round
The wheels on the bus go round and round
All through the town *(Repeat with other parts or riders -
serious or silly!)*

Happy and You Know it

If you're happy and you know it:
Clap your hands
If you're happy and you know it
Clap your hands
If you're happy and you know it
And you really want to show it
If you're happy and you know it
Clap your hands
*(Repeat with other actions: stomp
your feet, turn around, shout hooray, etc.)*

A-Ram Sam Sam

A-ram sam sam
A-ram sam sam
Goolie, goolie, goolie, goolie, goolie
Ram sam sam
A-raffi
A-raffi
Goolie, goolie, goolie, goolie, goolie
Ram sam sam

Bumblebees Clean-up Song

Clean it up (clap, clap)
Clean it up (clap, clap)
You can make it fun to do
And your friends can help you, too
Clean it up (clap, clap)
Clean it up (clap, clap)
And put it away, put it away
Put your things away

If all of the Raindrops

If all the raindrops were lemon drops and gumdrops?
Oh what a rain that would be.
*I'd stand outside with my mouth open wide.
Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh*

If all the snowflakes were chocolate bars and
milkshakes?
Oh what a snow that would be.
CHORUS

If all the sun beams were lemonade and ice cream?
Oh what a sun that would be.
CHORUS

Four Hugs A Day

Nobody gets enough hugs a day
'Cause the minimum number is four
Now if you haven't got Four Hugs today
Then you better get some more.

CHORUS

*Four Hugs a day, that's the minimum
Four Hugs a day, not the maximum. (Twice)*

Step One, look them right in the eye
Step Two, nose to nose
Step Three, reach your arms
Step Four, you can't do any harm with...
CHORUS

Fire Truck! By Ivan Ulz

Fire truck, fire truck

I wanna ride on a fire truck x2

I wanna sleep in the fire station
Wake me up when the fire bell rings
I'm gonna put on my hat, put on my coat
put on my boots
I'm going to slide down the pole
wheee!

then I'm going to get into my

Fire truck, fire truck

I wanna ride on a fire truck

I have a hook and ladder

a hook and ladder

I climb that ladder

and I hold on tight

I'm gonna get out the hose

and I'm gonna

shoot that water

shoot that water

I'm gonna shoot that water

from the hose on my

Fire truck, fire truck

I wanna ride on a fire truck

When that fire truck comes near

people put their hands over their ears

Fire truck, fire truck

I wanna ride on a fire truck

When that fire is all put out

I'm gonna jump in my fire truck

and turn it around

I'm going back to the fire station

I'm going to have a hot, hot bath

and eat a hot, hot dinner

and cold, cold ice cream

and then I'm going to jump into my bed

and dream about my

Fire truck, fire truck

I wanna ride on a fire truck x2

Parts of Trees Song

(Tune of Head, Shoulders, Knees, and Toes)

Roots, trunks, branches, leaves,
Roots, trunks, branches, leaves,
Buds, and fruits, and flowers in the breeze,
Those are the parts of trees!

People in our Neighborhood by Ronno

By what I do I give something to you.
By what you do you give something to me.
A worker is a helper to the whole community.

It takes people working hard.

It takes people smart.

It takes people who have spirit.

It takes people who have people who have heart.

It takes all kind of people in our neighborhood

It takes community workers and helpers doing good.

It's Raining, It's Pouring

It's raining. It's pouring.

The [Crickets] are snoring.

Dreams in your head.

Get out of bed.

It's time for school in the morning.

**It's snowing, It's freezing*

The [Crickets] are all sneezing . .

It's a Family Tradition

We-ee-ee gather as a family (**arms open**)

We do-oo-oo many fun things, it's true. (**thumbs up**)

Over and over and over and over again. (**arms rolling over**)

It's a family tradition (**heads nodding**)

Every Friday evening,

we eat pizza and watch a movie.

Friday pizza and a movie . . . is a family tradition.

We-ee-ee gather as a family...

Before I go to school,

I tell my family that I love them.

Saying "I love you" . . . is a family tradition.

We-ee-ee gather as a family...

In summer, when it's hot,

we drive up to the lake.

Camping at the lake . . . is a family tradition.

We-ee-ee gather as a family...

Over and over and over and over again.

It's a family tradition!

Listen, Act, Unite

You plus me makes the power of we.

Build a better world for you and me.

Let's stand up for what is right.

Listen (**place hand over heart**)

Act (**superhero power pose**)

Unite (**both hands clasped**)

RECIPES

COOKED PLAY DOUGH

3 cups flour
1 ½ cups salt
2 Tablespoons cream of tartar
3 Tablespoons oil
3 cups water

Pour all ingredients into a large pot. Stir constantly over medium heat until a ball forms by pulling away from the sides. Remove the dough and knead until the texture reaches a good texture (usually takes 1-2 minutes). Store in an airtight container.

OUBLECK

Oobleck is a non-Newtonian fluid, meaning it has properties of both liquids and solids. It is fun to play with - part sensory experience and part science experiment. The name oobleck comes from the Dr. Seuss book, "Bartholomew and the Oobleck." In the story, oobleck fell from the sky and wreaked havoc in the kingdom.

1 part water
1 ½ -2 parts cornstarch

Start with the water in a bowl or container and add the cornstarch a bit at a time. Continue adding until it has a fun consistency - you should be able to squeeze some of it into a ball, but when you stop squeezing it will drip from your hand. There is no one "right" consistency, though, consider it an exploration.

PUFFY SNOW PAINT (air dries)

Combine 1/2 cup white glue with 1/2 cup of shaving cream in a bowl and mix together until it looks like thick, whipping cream.
Sprinkle over lots of silver glitter and stir through. Done!