

Little Lambs Learning Center Program Plan- Mixed Ages

- Little Lambs Learning Center operates from 7:30 am to 5:30 pm Monday through Friday.
- Children will be supervised at all times during program operation hours of Little Lambs Learning Center
- Little Lambs Learning Center serves toddlers, ages 16-32 months, and preschool children, ages 33 months to the first day of Kindergarten. The student to teacher ratio for toddlers is 7:1 and for preschoolers is 10:1.
- This program plan is evaluated in writing annually by a staff person qualified as a teacher under part 9503.0032.
- The spiritual, cognitive, physical, social and emotional progress of each child will be documented in the child's record and conveyed to the parents during conferences.
- This program plan is available for parents via website download or upon request.
- A tentative daily schedule is as follows:

Daily Schedule – Preschoolers

7:30-8:30 -	Arrival for full Day Children, large motor in gym or outside depending on ration and weather.			
8:30-8:45 -	Morning Message (Group 1 and 2 Ms. Dorn - Group 3 and 4 Ms. Brown)			
	Group 1	Group 2	Group 3	Group 4
8:45-9:00 -	Bible	Snack	Music	Art/Science
9:00-9:15 -	Snack	Music	Art/Science	Bible
9:15-9:30 -	Music	Art/Science	Bible	Snack
9:30-9:45 -	Art/Science	Bible	Snack	Music
9:45-10:30 -	Center Time/Free Play 2 groups to each room (change throughout the week)			
	Groups 1 and 3	Groups 2 and 4		
10:30-10:45 -	Stories	Sensory Activity		
10:45-11:05 -	Sensory Activity	Movement Activity		
11:05-11:25 -	Movement Activity Stories			
11:20-11:30 -	End of day, dismiss half day children, wash hands and bathroom for Lunch			
11:30-12:00 -	Lunch			
12:00-12:30 -	Large Muscle in gym or outside (teacher put cots out)			
12:30 - 2:45 -	Nap/Rest Time			
	Group 1	Group 2	Group 3	
2:45-3:00 -	Music Story	Snack	Prop Story	
3:00-3:15 -	Snack	Prop Story	Music Story	
3:15-3:30 -	Prop Story	Music Story	Snack	
3:30-5:30 -	Free Play until pick up			
5:30 pm -	Center Closed			

Daily Schedule – For Toddlers

7:30 am - Arrive in gym	12:00 pm - Go back to classroom - Diapering / Prepare for naptime
8:30 am - Go to classroom	12:30 pm - Lay down for naptime
8:45 am - Bible Lesson/circle activities	3:00 pm - Clean up classroom
9:00 am - Snack/Storytime	3:15 pm - Snack / Storytime
9:20 am - Diapering	3:30 pm - Diapering
9:30 am - Free Choice Time	4:00 pm - Large Muscle /Outdoors / Gym
10:00 am - Sensory Activity/Free Choice	5:30 pm - Center closed
10:45 am - Large Muscle/Outdoor and Gym	
11:30 am - Lunch	

The following are the preschool program goals and implementation strategies for the purpose of achieving those goals:

General Goals (As listed in the handbook)	Strategy/Examples	Expanded Goals Implementation
<p>Spiritual Growth</p> <ol style="list-style-type: none"> 1. Know that Jesus loves them. 2. Learn that Jesus is their Savior from sin. 3. Learn about God in Bible stories, prayers, and songs. 4. Respond to God’s love in everyday life. 	<ul style="list-style-type: none"> • Know that Jesus loves all people and that he wants all people to be with him in heaven. • Know that we all sin and that Jesus came to die to take away our sin • Learn to trust in him to help them • Know that God supplies our daily needs • Know that the Bible is God’s Word • Learn 48 basic Bible stories • Learn to be glad about God’s love • Learn to show God’s love to others • Know that God made all people and gave them their bodies. 	<ul style="list-style-type: none"> • Teach children’s Bible stories from NPH Christ Light Curriculum. • Use activities from CL to reinforce story truths, themes, concepts, etc... • Teach class prayers and invite children to join in saying them. Model how to pray. • Teach songs such as Jesus Loves Me, The B-I-B-L-E, He’s Got the Whole World in His Hands, and other songs that convey truths about God’s Word. • Teachers model loving, Christ-like behavior/attitude and encourage loving behavior in the children’s everyday interactions with each other.
<p>Physical Growth</p> <ol style="list-style-type: none"> 1. Appreciate likenesses and differences in God’s children. 2. Observe simple health and safety procedures. 3. Develop small and large motor control and coordination. 	<ul style="list-style-type: none"> • Learn about hand-washing, bathroom hygiene and general personal care • Learn to follow safety directions and engage in healthy practices • Know about their bodies and how to navigate them in space • Demonstrate strength, flexibility, balance and timing in using large muscles • Demonstrate dexterity and hand-eye coordination in using small muscles 	<p>Teachers will take opportunities to encourage these concepts in the children’s everyday activities (i.e. during Bible stories, story time, outdoor play, small group time, etc...)</p> <p>Gross Motor Control: Large motor time and other daily activities will include opportunities for children to practice: building with blocks, bouncing, catching and throwing a ball, jumping, hopping, skipping, climbing, balancing, running, and varying movements within a space (slide, gallop, skate, go side-ways, backwards, up and down, etc...)</p> <p>Fine Motor Control: Children are presented with opportunities to: use various writing utensils and scissors through writing, cutting, tracing, and drawing. Using glue bottles/sticks and paint brushes; piece puzzles together; button, zipper and snap their own clothing; work with small manipulative toy sets.</p>

<p>Intellectual Growth</p> <ol style="list-style-type: none"> 1. Learn that their abilities are gifts from God. 2. Practice and enjoy their disposition to learn. 3. Make and express choices, plans, and decisions. 4. Experience using different materials in many ways. 5. Increased development of language skills (emergent reading/writing skills and concepts.) 6. Increased development of math, science and social studies skills. 7. Increased appreciation of music and the arts. 	<p>Language:</p> <ul style="list-style-type: none"> • Understand and enjoy language; enjoy “reading” and being read to • Express themselves through language • Retell a simple story, predict story outcomes, tell story from pictures • Know finger plays, poems, and nursery rhymes • Expand vocabulary • Identify distinct sounds in spoken language • Identify letters and their sounds • Say the alphabet • Identify rhyming words • Become familiar with environmental print • Become familiar with left-to-right, top-to-bottom word flow • Recognize own written name • Attempt to write own name • Recognize written names of classmates • Demonstrate emergent writing skills; enjoy experimenting with different writing utensils <p>Mathematics:</p> <ul style="list-style-type: none"> • Recognize and use number words and symbols • Count in order • Count objects • Identify, copy, create, complete patterns • Sort, group and order items • Measure, describe, and compare items • Identify shapes • Identify colors • Use information to solve problems <p>Science:</p> <ul style="list-style-type: none"> • Know that God made the world and everything in it • Make observations about their environment • Participate in experiments with materials <p>In their environment</p> <ul style="list-style-type: none"> • Teachers read to/with children a minimum of 40 minutes daily (time divided between morning and afternoon sessions.). Some stories will be repeated throughout the week to allow for increased language experience opportunities (story recall and retell; identifying rhymes, letters, and sight words; discussing picture details, predicting outcomes, and thinking up alternative endings; applying classroom themes; acting out, etc...). • Story time will consist of a variety of literature such as books, poems, finger plays and nursery rhymes. • Daily lessons include focus on specific letters: their shape, sounds, and appearance in print. (e.g. gluing apple seeds to the letter “A”, creating a class poster of “A” words generated by suggestions from the children, using magnifying glasses to identify the letter “A” on a page of newspaper print.) 	<ul style="list-style-type: none"> • Daily lessons, activities and experiences provide many and varied opportunities to observe, predict, experiment, think critically, and draw conclusions (e.g. nature walks, sand table time, water-pouring into containers of varying sizes, magnets, group cooking, mixing, baking experiences, etc...) • Classroom themes include <i>My Body, Trees, Making Music, Christmas, Spring, Occupations</i>, ect... • Children are given daily opportunities to experience many art mediums such as pencil, crayon, marker, watercolor, paint, and glue • Art will be displayed in the classroom on the walls • Music is used to teach concepts of rhythm, pitch, volume, tempo, duration (<i>Sing and Make Music Curriculum</i>) • Children move, sing, dance, and use instruments with music • Centers in classrooms will be set up with opportunities for pretend, play (kitchen, dolls, grocery, construction work, puppet stand, costumes)
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<p>Intellectual Growth-Continued</p>	<ul style="list-style-type: none"> • Daily lessons include focus on numbers and number concepts (e.g. sorting M&M’s by color, counting how many are in each group, writing the numbers in print, discussing which color has most, least, which is everyone’s favorite, etc…) • Patterning (e.g. during play with small manipulatives teacher models a block pattern and asks children to add to the sequence) • Measuring (e.g. children create masking tape roads for cars on floor) • Make predictions and draw conclusions • Explore and use tools and technology <p>Social Studies:</p> <ul style="list-style-type: none"> • Understand diversity in characteristics, interests and abilities of others • Know major body parts • Recognize different family relationships • Recognize roles and functions of different people in our community <p>Creative Arts:</p> <ul style="list-style-type: none"> • Experiment with many mediums in two and three dimensional art • Be exposed to classic art and artists • Sing, dance, move and use instruments with and without pre-recorded music • Develop concepts of rhythm, pitch, volume, duration, and tempo • Participate in and express themselves through pretend play (e.g. play and then measure their roads and discuss short, long, medium), ect… 	
<p>Social-Emotional Growth</p> <p>1. Grow in their ability to interact with peers, adults, and their environment.</p> <p>2. Experience success in working and playing individually and cooperatively</p> <p>3. Grow in Christian love, respect, and empathy.</p>	<ul style="list-style-type: none"> • Have a positive self-image in light of Christ and His love for them • Display pride in accomplishments • Recognize and regulate emotions • Attempt to resolve social conflicts appropriately • Demonstrate understanding of right and wrong, reward and consequence • Increase attention span and listening skills • Follow multi-step directions • Wait for his/her turn • Ask for assistance when having difficulty • Demonstrate love and acceptance towards others • Engage in cooperative play and sharing with others • Clean up/care for equipment • Participate in classroom activities • Build relationships with those around them 	<ul style="list-style-type: none"> • Teachers use opportunities throughout children’s daily experiences to reinforce these concepts including giving positive feedback and praise for individual work and accomplishments and modeling and encouraging appropriate behaviors and actions.

Little Lambs Learning Center uses the **One in Christ Bible** curriculum from Concordia Publishing House and the **Creative Curriculum** by Teaching Strategies to promote developmentally appropriate best practices for the growth and development of the toddlers in our care.

One in Christ utilizes 52 Bible stories grouped into 12 monthly units which emphasize themes such as: *“God Made Me,” “God Gives me my Family,” “God Loves Me,” and “God Saves Me.”*

The Creative Curriculum has 38 specific learning objectives. Intentional teaching plans are geared toward the growth of each child in one or more of these specific objectives. The Creative Curriculum seeks to foster growth and development by capitalizing on 5 familiar daily routines: hello/goodbye, diapering, eating, napping and dressing. The curriculum also focuses on eight areas of learning experience: pretend play, play with toys, music, art, stories, sensory play, large motor, and food preparation. It is based on the philosophy that learning takes place most effectively through the engagement of young children in natural, everyday routines and experiences.

Program Administration Records

The following records must be maintained by the program within the center and be available for inspection at the request of the Commissioner: A record that parents have received the information as specified in Minnesota Rules part 9503.0090.

This information is conveyed via the Parent Handbook.

Personnel records of all staff persons must be on file. This information must include: name, address, phone, date of birth, documented qualification for employment position, documented orientation to center and program policies, documented completion of CPR and First Aid training, documented completion of the in-service training required by part 9503.0035, subpart 4, showing the training topic, source of training, number of hours completed, and method used to document mastery of the subject.

- Children’s records as specified in Minnesota Rules, parts 9503.0045.
- Child Care Program Plan
- A log of fire and tornado drills and a log of incident, emergency, accident, and injury records.
- Staff distribution records
- Separation report log
- Health consultant report and credentials of health consultant
- Medication administration record
- Record of use of experienced aides
- Record of internal reviews and corrective action plans
- Risk reduction plan