



Program Plan

Opening Spring 2023

Non-profit daycare

6 week old - school aged-12-year-old

1111 Village Parkway ★ Cologne

www.starsela.org

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STARS Early Learning Academy (SELA) is a local nonprofit child care center that is driven and inspired by our vision to provide the very best in child care and early childhood education from infants to school-aged children. STARS ELA has carefully crafted every aspect of our new business with the children, parents, and teachers at the forefront of our design. STARS ELA will deliver care that nurtures the whole child and partners with families, who in turn, partner with their *away from home* caretakers to ensure a mutual platform for children to thrive.

Mission Statement

STARS Early Learning Academy's aim is to prepare young scholars for academic success through excellence in literacy by integrating the Core Knowledge PreK Sequence and promoting character values through guided lessons.

Program Beliefs

STARS programs are based on our belief that:

- ★ The focus of attention is on the whole child. The child's social, emotional, cognitive, and physical development are equally important.
- ★ The family is the strongest influence in the child's growth and development. We value and support families as they create ways of living, growing, and nurturing each other
- ★ Each child develops at their own pace through developmental stages. Young children learn by doing through experimentation and discovery, using all of their senses.
- ★ The development and preservation of each child's self-esteem affect their entire life.
- ★ Each child is valued through nurturing support and recognition with respect to individual differences.
- ★ Modeling and encouraging positive social skills at an early age will contribute to a child's future school success.

General Description of Educational Philosophy

Quality Child Care for Infants, Toddlers, Pre-Schoolers, and School-Aged.

STARS Early Learning Academy provides quality, licensed, experienced, and educational child care in Cologne, MN. We offer a safe, nurturing, caring environment using developmentally appropriate practices that help your child thrive. We believe children's early experiences should be educational, fun, and enriching. STARS Early Learning Academy is more than daycare.

Our experienced and dedicated staff come together to form a community of diverse and knowledgeable team members to help foster a sense of creativity and positive self-esteem in all of the children in our care.

We believe that play is a child's work! We honor that work each day by providing children with opportunities for learning through hands-on, discovery-based activities. We believe that each child has the capacity to achieve unlimited social and academic success when her/his natural interests and abilities are cultivated by nurturing and skilled teachers. Each day we strive to utilize the best of who we are to support each child's learning and growing experience.

One of the greatest indicators of school-age success is emotional intelligence. Much of school readiness is measured by “how well we manage ourselves and how well we get along with others.”

Some of the best indicators of later school competence and lifelong happiness are:

- ★ Ability to make friends
- ★ Getting along with peers
- ★ Communicating well
- ★ Respecting the rights of others
- ★ Relating to others without being too overbearing or too submissive
- ★ Able to give and receive support
- ★ Treating others as one would like to be treated

Review of Programs

STARS ELA program plan must be developed and evaluated in writing annually by a staff person qualified as a teacher. The initial plan was approved by the founder and board of directors of which all meet one of nine possible combined credential, educational, and experience requirements for a person qualified as a teacher.

This program is available on STARSELA.org for parents to download.

Capacity

The classrooms are licensed to care for:

16 infants – ages 6 weeks – 16 months; 2 rooms each 312 ft²

28 toddlers – ages 16-33 months; 2 rooms each ≥497 ft²

40 preschoolers – ages 33 months up to Kindergarten aged; 2 rooms each ≥702 ft²

60 Summer school aged program; 3 rooms combined 2950ft²

Hours of Operation

STARS ELA is open Monday through Friday 6 AM- 6PM.

STARS ELA is closed on:

- ★ New Year's Day,
- ★ Memorial Day,
- ★ Independence Day,
- ★ Labor Day,
- ★ Thanksgiving Day,
- ★ Friday after Thanksgiving,
- ★ Christmas Eve, and
- ★ Christmas Day.

When one of the listed holidays falls on a Saturday, the preceding day shall be a holiday. When the holiday falls on a Sunday, the following Monday shall be a holiday.

- ★ We also are closed for a day in August for a staff training day. Families will be notified in advance.

General Supervision Policy

All children will be supervised by sight and/or sound (example while napping) at all times: from the time the child/ren is left in STARS ELA's care until the parent/guardian comes onsite to take children offsite.

Supervision is one of the key requirements in the prevention of accidents and injury throughout the academy. Staff members require the skills to be able to assess potential risks during supervision and be able to implement changes to supervision to avoid accidents or injuries. New and relief staff should be informed of potential supervisory risks appropriate to the individual child in a confidential and sensitive way.

Approved child/staff ratios must be adhered to. Infants/Toddlers/Young 2's are kept within sight or sound at all times. Preschool children must be supervised by sight most of the time. Supervision for short intervals by sound is permissible as long as teachers frequently check on children who are out of sight.

Conferencing

Teachers conduct a minimum of two parent-teacher conferences per year and make every effort to meet with each family. A copy of the parent-teacher conference form and child development summary will be placed in the child's permanent file after conferences. STARS will post conference dates and times.

Conferences will cover goals, objectives, and observations of your child and their growth, challenges, and success in the child's physical, intellectual, social, and emotional development.

Goals and Objectives

STARS Early Learning Academy's program plan includes goals and objectives that promote the physical, intellectual, social, and emotional development of children in our care. The following is just a *snapshot* and is not meant to be inclusive of all the areas, goals, and objectives we will work on with your child. For convenience, we have included a [link](#) to Minnesota's Early Childhood Indicators of Progress so families can review. The ECIPs are displayed as an age continuum (birth to age 5) within each domain and include the following elements:

- ★ Domains are major areas of development and learning.
- ★ Components are specific areas of learning within each domain.
- ★ Subcomponents are consistent strands within a component across the full age-range continuum.
- ★ Indicators are expectations for observable outcomes for the child at specific ages.

Early Childhood Indicators of Progress

<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7596A-ENG>

The early childhood years (from birth to the start of kindergarten) are an important time of rapid growth and learning. Children's brains are developing more quickly at this time than at any other. They are exploring what they can do with their bodies and creating relationships with loved ones. They are investigating how the world works and their place in that world. Because of this complex and rapid development in young children, a shared set of expectations of what young children can know and do is necessary to build successful early childhood education programs and supports.

In Minnesota, this set of shared expectations is called the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs). The areas of learning or domains covered by the ECIPs include physical and movement development; language, literacy and communications; cognitive; mathematics; science; social systems; approaches to learning; the arts; and social and emotional development.

Every moment for a young child is a learning moment. Every interaction and experience gives them information, increases their understanding, and provides them with foundational skills that they will use for the rest of their lives.

In alignment with leading experts on child development and Minnesota's guiding principles, the following beliefs are held at STARS Early Learning Academy:

- ★ Recognize that young children are:
 - Competent and capable of positive developmental outcomes and deserve high expectations.
 - Individuals who develop at different rates and will vary in their progress within learning domains.
 - Best understood and supported within the context of their family, culture and community.
 - In a rapid period of brain development and need nurturing environments with appropriate interaction and encouragement to take full advantage of this growth period.
 - Active learners who learn best in environments where they can construct their knowledge and practice their skills in a variety of ways, with teachers and providers who respect and respond to their needs.

Physical Goals and Objectives

PHYSICAL	Goals and Objectives				
<i>Infants</i>	P1.1 Laying on back, kicks legs and waves arms P1.2 Laying on tummy, holds head up	P3.1 Crawls	P3.2 Pulls to stand up against furniture P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves)	P5.1 Reaches for toy, grasps it and releases P5.2 Grasps small food objects using finger and thumb P5.3 Transfers object from one hand to other hand	P6.2 Feeds self with hands P6.3 Begins to drink from a cup
<i>Toddlers</i>	P3.6 Walks independently	P5.5 Dumps out toys and objects from a container P5.6 Turns pages of a board book P5.7 Begins to grasp crayon to scribble P5.8 Stacks a few blocks	P6.8 Attempts to dress self for indoors with support (help with buttons and zippers) P6.9 Helps put away toys	P4.4 Rolls a small ball to close target P4.5 Throws a small ball close to target	P5.9 Turns pages of a book P5.10 Grasps a crayon to scribble P5.11 Stacks 4 blocks P4.6 Pushes with legs while sitting on a scooter or balance bike
<i>Preschool</i>	P3.14 Crawls under and around 3 or more objects in an obstacle P3.15 Walks along a wide (12" >) slightly raised straight pathway with assistance	P3.17 Climbs on play equipment P3.18 Hops on one foot a few times P3.19 Jumps off slightly elevated height with two feet P3.20 Jumps with two feet	P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop) P3.25 Moves many times through an obstacle course: over, under and around	P4.9 Catches a large or medium ball by cradling in arms toward body P5.13 Draws freely on paper P5.14 Strings large beads	P6.12 Assists with putting boots on and taking off P6.13 Puts on coat and takes coat off with assistance
<i>School Aged</i>	P3.21 Walks on a wide (12">) slightly raised pathway P3.23 Jumps off variable heights using a one-foot lead or with two feet	P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop)	P4.11 Kicks playground ball or small soccer ball to a close wide target P4.12 Throws a small ball with some accuracy to a target or person	P4.13 Catches a large or medium sized ball using two hands P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle P5.17 Draws stick people and some objects	P5.16 Draws letters and/or part of name with some reversals P6.17 Puts coat on and takes off P6.18 Uses the bathroom independently

The Physical and Movement Development Domain includes two components:

Component P1-4 Gross Motor Component

P5-6 Fine Motor

The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- ★ For infants, indicators focus on the ways that children that young infants move both involuntarily and with purpose, how they begin to move through space, and how they reach and grasp and use their hands and fingers.

- ★ The indicators for toddlers include how they are beginning to walk, climb, run, and jump, to roll, push, and throw balls, to use their hands and fingers to manipulate books, crayons, blocks, and other items, and to participate in dressing and personal hygiene.
- ★ The indicators for preschoolers focus on how children show their increasing coordination and balance as they walk, run, climb, hop, jump, and gallop, kick, throw, catch, and bounce balls, and use their hands and fingers to manipulate puzzle pieces, to draw and write, and to put on articles of clothing

The skills and concepts in the Physical and Movement Development Domain are interrelated with children's development in other domains. There are direct consequences to brain development for infants and ongoing connections to active movement and general health for all children. The physical health of a child is an important component for the optimal development of the whole child and impacts learning, social and emotional well-being, and realization of the child's full potential.

Intellectual Goals and Objectives

INTELLECTUAL	Goals and Objectives				
<i>Infants</i>	L1.1 Turns toward and focuses on nearby adult caregiver who is speaking L1.2 Watches caregiver actions and gestures	L2.4 Makes different sounds in response to objects, people, or activities	L3.4 Imitates animal and other environmental sounds	L5.3 Shows interest in songs, rhymes, chants, and stories L5.4 Recognizes sounds used by speakers of child's home language	L8.1 Pays attention to stories read out loud L8.2 Points to or gestures toward characters during reading L8.3 Understands stories read or told L8.4 Talks about, gestures, or points to characters and events
<i>Toddlers</i>	L1.7 Responds to descriptive language about objects, actions, and concepts L3.3 Names a few objects and people	L3.4 Imitates animal and other environmental sounds L2.6 Adds to or extends conversations with others	L3.5 Constructs simple two word sentences (object and action) L3.6 Rapidly increases use and number of sounds and words	L4.5 Relates an object in a book or print to the real object L4.6 Imitates reading	L7.4 Turns book or text right side up L8.5 Relates objects in stories to objects in the real world L8.6 Talks about characters and events during reading
<i>Preschool</i>	L1.11 Responds to direct questions and follows simple directions L1.12 Points to or places objects before, after, above, and below based on verbal cues	L3.10 Uses short sentences to shares information about experiences, people, places, and things L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly	L4.12 Actively participates in reading activities with enjoyment and purpose L4.13 Retells familiar stories using the book as a guide	L5.12 Identifies and continues sound patterns in words L5.13 Plays with the sounds in spoken language, independent of meaning	L7.8 Recognizes some parts of a book and conventions of print L7.9 Knows that English print is left to right and top to bottom L7.10 Points to words and attempts to read, or asks, "what"

<i>School Aged</i>	K 0.8.1.1.d Follows basic oral direction K 0.8.1.1.a Follows agreed upon rules for discussions K.0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail	K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks	K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print	With prompting and support, identify characters, settings and major events in a story K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details	K.0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
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Language, literacy, and communication skills begin in the very first months of life and strong development of young children's skills and abilities depends on interactions with families, teachers, caregivers and friends. The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that young children are developing foundational knowledge and skills that will lead to more rigorous academic study in the English Language Arts domain in the elementary school years. The alignment of the ECIPs with the Minnesota Academic Standards for Kindergarten is included and, as the kindergarten standards are revised, this alignment will be updated. The ECIPs provide guidance so that teachers and providers know appropriate expectations for young learners.

The Language, Literacy, and Communications domain includes four components:

1. Listening and Understanding; Receptive Language LLC 1-2
2. Communicating and Speaking; Expressive Language LLC 3-4
3. Emergent Reading LLC 5-13
4. Writing LLC 14

The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- ★ For infants, indicators focus more on the children's receptive language and beginning communication skills with loved ones and caregivers. Interactions with books and early phonological awareness are seen within the context of relationships with caregivers.
- ★ As toddlers grow in their capabilities to express themselves in words and phrases, vocabulary in their home languages is emphasized, both from the receptive as well as the expressive mode. Phonological awareness is seen in the ways that children engage with word play, songs and rhymes. As caregivers provide opportunities to interact with books and story-reading experiences, they help build initial concepts of print and early comprehension. Toddlers make initial attempts at writing as they scribble and draw with various writing tools.
- ★ Preschoolers show their rapidly expanding vocabulary in the ways they can respond to adult directions and engage in conversations. They express their wants and needs more clearly and in greater complexity as their understanding of grammar and syntax grows. They show enjoyment in being read to and may read the pictures or retell the stories in books they know well. They begin to make sense of letters and print as they play with reading and writing and engage in word play with the sounds of language as they develop phonological awareness.

Social Goals and Objectives

SOCIAL	Goals and Objectives				
<i>Infants</i>	S6.1 Shows interest or reacts to others' emotions S6.2 Responds to others' emotional tone and actions	S7.1 Shows a preference for a trusted adult S7.2 Notices or responds to others	S8.1 Notices others and chooses similar materials or copies actions	S8.2 Play with others in a parallel manner	S8.3 Recognizes similarities and differences between self and others
<i>Toddlers</i>	S6.3 Imitates others' emotions and expressions S6.4 Shows some individual response to others' emotional tone	S7.3 Shows preferences for one or more adults or children S7.4 Shows some awareness or caution with unfamiliar adults	S7.5 Uses trusted adult(s) as a base from which to explore	S8.2 Play with others in a parallel manner	S8.3 Recognizes similarities and differences between self and others
<i>Preschool</i>	S6.7 Shows understanding, empathy, and compassion for others through words or gestures S6.8 Labels others' emotions	S6.8 Labels others' emotions	S7.8 Shares information and participates in activities with adults and peers	S8.7 Initiates, joins, and sustains cooperative play and conversations with others S8.8 Shows concern, respect, care, and appreciation for others and the environment	S8.9 Actively helps solve problems with others S8.10 Takes turns
<i>School Aged</i>	S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy) S6.10 Responds appropriately to others' emotions S6.11 Shows increasing understanding and appreciation of the perspectives of peers	S7.9 Builds friendships through play, learning activities and conversation with peers	S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults	S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed

The developmentally appropriate expectations of children described in the Social and Emotional domain are firmly based on a foundation of trust and attachment and are essential to a good experience in school and throughout life. As infants establish strong relationships with their primary caregivers, their skills grow and expand to include others in the world around them.

- ★ When the care and routines of babies are consistent and predictable, they begin to express their needs and wants and learn to comfort themselves.

- ★ Toddlers are ready to move away from caregivers and explore their world but also check in with caring adults to ensure that they have their support. As verbal skills develop, toddlers express needs, wants, and emotions.
- ★ Preschoolers show greater independence, self-awareness, and interest in the feelings of others. They are learning ways to engage successfully and positively with their friends. The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that in the early years, children are developing social and emotional skills that will guide their behavior, affect their overall mental health, and impact their ability to succeed academically as they move on to later schooling.

The Social and Emotional Development Domain includes three components:

- ★ Component SE 1-3: Self and Emotional Awareness
- ★ Component SE 4-5: Self-Management
- ★ Component SE 6-8: Social Understanding and Relationships

The sub-components and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- ★ For infants, indicators focus on the ways that children indicate their needs to their caregivers, respond to stimuli, learn to self-comfort, attend to the emotions of others and copy their actions, and show likes and dislikes.
- ★ The indicators for toddlers include how they are beginning to attempt new challenges, use words to express needs and emotions, to follow simple routines, and to engage in parallel play with other children.
- ★ The indicators for preschoolers focus on how children show confidence and self-direction, identify gender and self as part of a family, community, and culture, ability to make choices, verbal expression of needs and emotions, responses to changing behavioral expectations, and beginning to manage conflicts in social interactions.

Emotional Goals and Objectives

EMOTIONAL	Goals and Objectives				
<i>Infants</i>	S3.1 Expresses emotions through facial expressions, sounds, and gestures S3.2 Notices and responds to emotions displayed by other	S4.1 Briefly pays attention to environmental stimuli S4.2 Indicates a choice with physical or vocal response	S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress	S5.4 Responds to adult efforts to calm or soothe S5.5 Uses behaviors, objects, or movements to comfort self	S1.3 Independently attempts new challenges or activities that may or may not be successful S1.4 Checks with and accepts support from adult or caregiver when necessary

<i>Toddlers</i>	<p>S1.5 Demonstrates or describes personal skills, likes, or dislikes S1.6 Seeks help from adult to meet needs or solve problems S1.7 Seeks out available social emotional resources such as adults, peers or things for support</p>	<p>S3.5 Recognizes and describes own emotions S3.6 Shows some understanding of others' emotional expressions</p>	<p>S4.6 Frequently pays attention to both familiar and new objects and experiences S4.7 Chooses from a variety of options within the environment S4.8 Responds to soothing or redirection when playing or learning does not go as expected</p>	<p>S5.11 Uses a wide variety of self-comforting behaviors S5.12 Communicates specific needs, wants, and discomfort to adults S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine</p>	<p>S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances S5.15 Waits briefly to obtain</p>
<i>Preschool</i>	<p>S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support</p>	<p>S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations</p>	<p>S3.7 Uses words to express emotions S3.8 Recognizes and responds to others' emotional expression</p>	<p>S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities S4.10 Makes self-directed choices from a greater variety of options S4.11 Increasing ability to remember and follow simple two-step directions</p>	<p>S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance</p>
<i>School Aged</i>	<p>S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas S1.11 Engages in increasingly independent and self-directed activities S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</p>	<p>S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</p>	<p>S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes S4.13 Talks through simple tasks and conflicts, seeking adult support as needed</p>	<p>5.21 Increasingly expresses feelings, needs, opinions and desires verbally 5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)</p>	<p>5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance 5.24 Shows increasing ability to stop and think before acting</p>

Social and emotional skills are highly interrelated with children's development in other domains. In fact, all learning is based on the foundation of children's healthy social and emotional development. Perhaps one of the most important subcomponents in the early years is that of Self-Management, the regulation of both thoughts and feelings. Such management includes the ability to postpone acting on one's first impulse, which might be anger or aggression or not following the teacher's directions. For children to become successful learners in a classroom, they must begin to self regulate.

Scheduling

The following is an example of schedules for each respective room. Each day will have indoor and outdoor (weather permitting) activities for each group of children at STARS ELA. Everyday there will be both quiet and active activities both teacher directed and child initiated. A description of some activities that use a variety of equipment and materials are described; this is not an all inclusive list of all activities, materials, etc. that students at STARS will use.

Explore time for all age groups can be both teacher or child led and both independent and group activities both indoors and outdoors.

Explore

- ★ Infants can enjoy tummy time with objects to look at or grab. Infants can be facing each other in a circle and socially interactive with their peers and alongside the teacher.
- ★ Sensory tables with assorted objects to manipulate, sort, stack, role play. There could be play dough, water, shave cream, beads, cotton balls, etc.
- ★ Water play
- ★ In the gross motor room children can skip, jump rope, hopscotch, ride scooters, bikes/trikes, toss balls.
- ★ Bubble play
- ★ Make music with a variety of noise makers. Put some pots, pans, wooden spoons, and other safe objects for exploration and creativity.

Enrich

- ★ Song, dance, reading with adults or individually.
- ★ Imaginative play centers
- ★ Word sorts, rhyming, counting, writing.

Reading time for all rooms will focus on the love of reading, learning, and natural inquiry. Students will read to self, retell stories, make up their own stories, and sit with the whole group.

Lunch will be eaten at a table with a teacher family-style. Manners and conversations will take place. Our new building and playground is built for children and their development. Outside opportunities in group and solo play, climbing, swinging, balancing, hanging, running, learning to play in teams, share, cooperate. The inside motor space will allow for more of the same developmental opportunities.

Sample Schedule Infant	Sample Schedule Toddler	Sample Schedule Preschool
6:00 AM Academy Opens	6:00 AM Academy Opens	6:00 AM Academy Opens
8:00 AM Breakfast	8:00 AM Breakfast	8:00 AM Breakfast
8:30 AM Explore	8:30 AM Explore	8:30 AM Group
9:00 AM Enrich	9:00 AM Outdoors	9:00 AM Outdoors
9:30 AM Rest/Relax	9:30 AM Enrich	9:30 AM Enrich
11:00 AM Explore/Music 11:30 AM Lunch	10:30 AM Snack	10:00 AM Group
12:00 PM Explore	11:00AM Explore/Music	10:30 AM Snack
1:00 PM Rest	12:00 PM Lunch	11:00 AM Music
3:00 PM Storytime	1:00 PM Rest	11:30 AM Lunch
3:30 PM Outdoors	3:00 PM Storytime	12:00 PM Outdoors
4:00 PM Explore	3:30 PM Outdoors	1:00 PM Rest
	4:00 PM Explore	3:00 PM Snack
		3:30 PM Explore

Core Knowledge Curriculum

In addition to the Minnesota Early Indicators of Child Progress (ECIPs), our preschool curriculum will be enriched using the *Core Knowledge Preschool Sequence*. As STARS Early Learning Academy, we believe in the importance of setting our young scholars on an early path to academic excellence. The *Core Knowledge Preschool Sequence* is a set of model guidelines describing fundamental competencies and specific knowledge that, for children from three to five years of age, can provide a solid, coherent foundation for later learning in kindergarten and beyond.

(https://www.coreknowledge.org/wp-content/uploads/2016/09/CKFSequence_PreK_Rev.pdf)

Minnesota's Early Learning Standards

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

Introduction to Language, Literacy and Communications Domain



"Amaani, my family child care provider, talks and sings with me and the other children in her care every day. I am three-and-one-half years old and go to her home with my little baby brother and several other children of differing ages. My family speaks English only but I love to listen to the lilt in Amaani's voice when she talks with me in English and as she sings my baby brother to sleep with a song from her native Somalia. I hear different sounds and am learning some Somali words as well as some Spanish ones as my best friend, Gabriella, and her family speak that language. Amaani makes sure that we can all communicate with each other. My favorite times of the day are book times. Amaani has many different kinds of books and lets us look at them ourselves, reads them to us, and helps us understand the stories and learn new words. Sometimes we act stories out. Sometimes the story has a song that we sing or items that we can count. I really like the pictures in books about plants and animals and houses and big trucks. Amaani has markers and crayons that we can use to write and draw. I can make some of the letters in my name, Emily, but not perfectly. Amaani says that's okay. That I'm learning just right for a three-, almost four-year-old. Gabriella can make her "G" but my little brother just makes marks on the paper. But Gabriella and me know which name cards belong to us and to the other children. We like to pass them out. When we do it right, Amaani claps and smiles."

Language, literacy, and communication skills begin in the very first months of life and strong development of young children's skills and abilities depends on interactions with families, teachers, caregivers and friends. The expectations that are set out in the Minnesota Early Indicators of Child Progress (ECIPs) recognize that young children are developing foundational knowledge and skills that will lead to more rigorous academic study in the English Language Arts domain in the elementary school years. The alignment of the ECIPs with the Minnesota Academic Standards for Kindergarten is included and, as the kindergarten standards are revised, this alignment will be updated. The ECIPs provide guidance so that teachers and providers know appropriate expectations for young learners.

The Language, Literacy, and Communications domain includes four components:

1. Listening and Understanding; Receptive Language LLC 1-2
2. Communicating and Speaking; Expressive Language LLC 3-4
3. Emergent Reading LLC 5-13
4. Writing LLC 14



The subcomponents and indicators identified for the ages of birth through kindergarten entry address the specific expectations across the developmental spectrum.

- For infants, indicators focus more on the children's receptive language and beginning communication skills with loved ones and caregivers. Interactions with books and early phonological awareness are seen within the context of relationships with caregivers.
- As toddlers grow in their capabilities to express themselves in words and phrases, vocabulary in their home languages is emphasized, both from the receptive as well as the expressive mode. Phonological awareness is seen in the ways that children engage with word play, songs and rhymes. As caregivers provide opportunities to interact with books and story-reading experiences, they help build initial concepts of print and early comprehension. Toddlers make initial attempts at writing as they scribble and draw with various writing tools.
- Preschoolers show their rapidly expanding vocabulary in the ways they can respond to adult directions and engage in conversations. They express their wants and needs more clearly and in greater complexity as their understanding of grammar and syntax grows. They show enjoyment in being read to and may read the pictures or retell the stories in books they know well. They begin to make sense of letters and print as they play with reading and writing and engage in word play with the sounds of language as they develop phonological awareness.

The domain of Language, Literacy and Communications is foundational to children's development in all domains. Their development of oral language and the ability to communicate with others helps children function socially and in their daily lives. Their growing vocabulary includes the language of other domains. They incorporate mathematical and scientific terminology as they learn more about the world around them. They grow in understanding of roles and responsibilities as they engage in dramatic play and imitate family life.

Certainly reading and writing are important long-term goals in school experiences. The indicators in the ECIPs are designed to work toward those goals with the foundational skills appropriate for the youngest learners. It's important for teachers and providers to remember that literacy in the early years is built on the foundation of oral language.

"Early literacy is an emerging set of relationships between reading and writing. These relationships are situated in a broader communication network of speaking and listening, whose components work together to help the learner negotiate the world and make sense of experience (Thelen & Smith 1995; Lewis 2000; Siegler 2000). Young children need writing to help them learn about reading, they need reading to help them learn about writing; and they need oral language to help them learn about both." (Roskos, Christie, and Richgels 2004, 1)

Resource:

Roskos, Kathleen A., James F. Christie, and Donald J. Richgels. 2003. Essentials of Early Literacy Instruction. Young Children, Vol. 58, No. 2: 52-60.

Domain: Language, Literacy and Communications: Cognitive

Component LLC 1-2: Listening and Understanding; Receptive Language

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	L1.1 Turns toward and focuses on nearby adult caregiver who is speaking L1.2 Watches caregiver actions and gestures	L1.3 Responds to nonverbal and verbal cues L1.4 Responds to conversation, questions, and requests L1.5 Responds to an object or action label such as ball or eat	L1.6 Responds to increasingly complex sentences L1.7 Responds to descriptive language about objects, actions, and concepts	L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings L1.9 Points to or places an object in/out, under/over and top/bottom when asked L1.10 Notices when adults use unusual or uncommon words	L1.11 Responds to direct questions and follows simple directions L1.12 Points to or places objects before, after, above, and below based on verbal cues	L1.13 Follows directions that involve two or more steps L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	K 0.8.1.1.d Follows basic oral direction K 0.8.1.1.a Follows agreed upon rules for discussions K 0.8.1.1.d Follows basic oral direction

Component LLC 3-4: Communicating and Speaking; Expressive Language

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L2 Social conversation: Child meaningfully engages in talk	L2.1 Coos and gurgles, babbles, and imitates facial	L2.3 Uses sounds, gestures, or actions to communicate	L2.5 Uses real or made-up words or signs to express	L2.7 Uses sounds, signs, words, phrases for	L2.10 Continues conversations with	L2.11 Negotiates, shares, plans, and solves	K 0.8.1.1.b Continue a conversation through

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
with others to express feelings, wants and ideas	expressions to caregivers L2.2 Begins a conversation through body movements	and express needs and wants L2.4 Makes different sounds in response to objects, people, or activities	basic wants and needs L2.6 Adds to or extends conversations with others	desires and interests L2.8 Begins to ask "why" questions L2.9 Starts conversations with others	comments or questions	problems with others L2.12 Asks and answers questions to seek help or get information	multiple exchanges K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
L3 Vocabulary and syntax: Child understands word order and grammatical rules	L3.1 Imitates and repeats pitch and duration of caregiver sounds	L3.2 Uses a few words or word approximations to represent concepts L3.3 Names a few objects and people L3.4 Imitates animal and other environmental sounds	L3.5 Constructs simple two-word sentences (object and action) L3.6 Rapidly increases use and number of sounds and words	L3.7 Uses increasingly complex and varied vocabulary and language L3.8 Rapidly increases use of descriptive words such as giant, scary, silly L3.9 Uses verbs such as have, had, or will in everyday conversation	L3.10 Uses short sentences to share information about experiences, people, places, and things L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly L3.12 Uses more new	L3.14 Uses sentences that express logical relationships between concepts L3.15 Uses increasingly specific words to name objects and their features and functions L3.16 Shares information about experiences, people, places,	K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately K 0.8.6.6

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
					and precise words L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)	and things in sequence	Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs

Component LLC 5-13: Emergent Reading

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	L4.1 Likes to be read to and shown pictures	L4.2 Makes sounds while looking at text or images L4.3 Points to a few pictures in books and in response to adult questions L4.4 Demonstrates interest and involvement with books and other print materials	L4.5 Relates an object in a book or print to the real object L4.6 Imitates reading	L4.7 Shows interest in both pictures and text L4.8 Asks for or picks out favorite texts L4.9 Focuses on a book while listening to the reader	L4.10 Shows persistence with longer and more complex narratives and informational text L4.11 Offers a personal response to stories read aloud	L4.12 Actively participates in reading activities with enjoyment and purpose L4.13 Retells familiar stories using the book as a guide	K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	L5.1 Looks at caregiver's lips and face when caregiver is speaking L5.2 Pays attention to sounds in the environment and the spoken language from caregivers	L5.3 Shows interest in songs, rhymes, chants, and stories L5.4 Recognizes sounds used by speakers of child's home language	L5.5 Imitates sounds heard in the environment L5.6 Identifies sounds heard in the environment	L5.7 Repeats different sounds in rhymes and familiar words L5.8 Distinguishes between spoken language and environmental sounds	L5.10 Shows interest in and associates sounds with words L5.11 Playfully explores sounds, words, and language, including	L5.12 Identifies and continues sound patterns in words L5.13 Plays with the sounds in spoken language, independent of meaning	K 0.3.0. 0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
				L5.9 Recalls previously heard words, songs, and rhymes	rhyme and alliteration		
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	L6.1 Recognizes familiar faces	L6.2 Shows interest in familiar photos, pictures, and drawings	L6.3 Recognizes familiar photos, pictures, drawings	L6.4 Recognizes symbols, colors, and shapes	L6.5 Points to and names some letters (especially in their own name)	L6.6 Recognizes how features of a letter combine to make a specific letter L6.7 Differentiates between letters and other symbols	K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	L7.1 Explores books by grasping and bringing to mouth to suck and chew	L7.2 Attempts to hold board books with both hands L7.3 Turns pages of board books	L7.4 Turns book or text right side up	L7.5 Identifies front and back of book L7.6 Demonstrates understanding that print has meaning	L7.7 Looks at books or shares them from front to back	L7.8 Recognizes some parts of a book and conventions of print L7.9 Knows that English print is left to right and top to bottom L7.10 Points to words and attempts to read, or asks, "what does it say?"	K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print

<p>L8 Comprehension of narrative text: Child understands the events and order of events in a story</p>		<p>L8.1 Pays attention to stories read out loud</p> <p>L8.2 Points to or gestures toward characters during reading</p>	<p>L8.3 Understands stories read or told</p> <p>L8.4 Talks about, gestures, or points to characters and events during reading or storytelling</p> <p>L8.5 Relates objects in stories to objects in the real world</p> <p>L8.6 Talks about characters and events during reading</p>	<p>L8.7 Asks and answers questions during story reading</p> <p>L8.8 Acts out, draws, or describes parts of a story</p> <p>L8.9 Can identify and describe basic information from the text</p>	<p>L8.10 Retells important information from a story</p> <p>L8.11 Tells simple stories and experiences about own life</p> <p>L8.12 Responds to and uses vocabulary related to key concepts in the text</p>	<p>L8.13 Predicts what will happen next in a story using words or drawings</p> <p>L8.14 Retells a story using a variety of media, materials, and props</p> <p>L8.15 Restates and describes the concepts from the text</p>	<p>K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story</p> <p>K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details</p> <p>K 0.1.1.1 With prompting and support ask and answer questions about key details in a text</p>
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Component LLC 14: Writing

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L9 Writing conventions: Child understands the forms and function of written language	L9.1 Grasps and squeezes a toy or object L9.2 Uses hands or feet to make a connection with objects or people	L9.3 Coordinates eye and hand movements and has control over grasp	L9.4 Uses small muscles to do simple tasks L9.5 Attempts to use a variety of writing tools such as crayons and markers	L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas L9.7 Demonstrates interest in writing as a way of communicating	L9.8 Uses letter-like symbols to make letters or words L9.9 Uses drawing to represent writing	L9.10 Writes own name, and words about things that interest them L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc. L9.12 Uses invented spelling L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories	K 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened