

Geneva Early Learning Program

An Overview



THE FACTS



PURPOSE



CURRICULUM



OUR DAY



PRESCHOOL
FUN



THE FACTS

We make the most of our 2 ½ hours each and every day! Our schedules are PACKED with play-based activities that are developmentally appropriate and incorporate hands-on learning.

LOCATION

FACULTY

CLASSROOMS

*School
Spirit*

Location

We are housed in Fabyan Elementary School.





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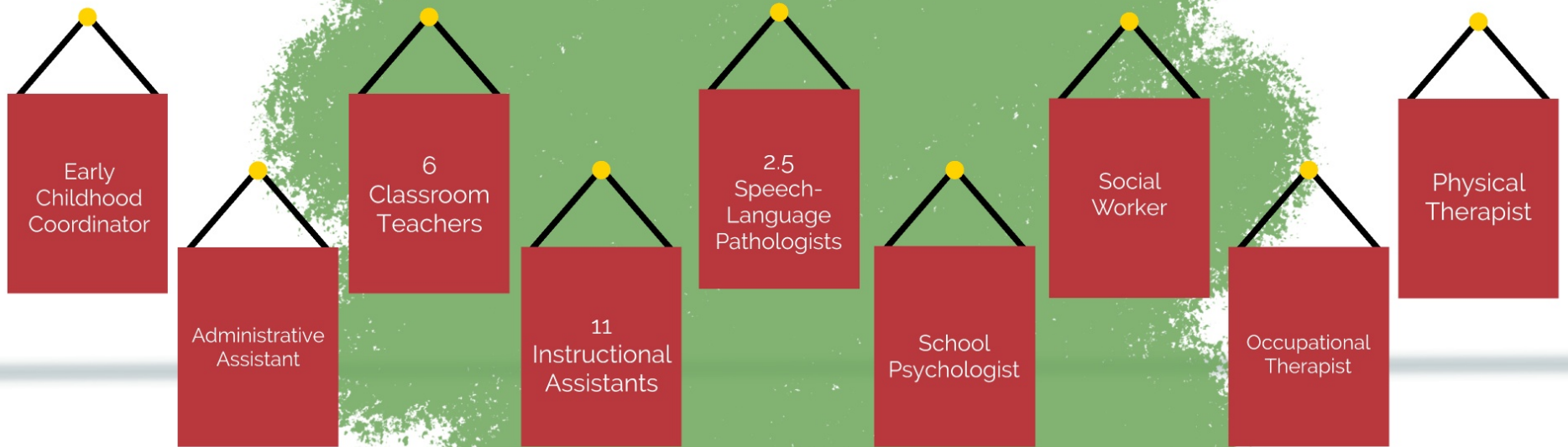
FACULTY

CLASSROOMS

*School
Spirit*

Faculty

Our program is comprised of the following outstanding team members:





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LOCATION

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Classrooms



12 Sections (6 Total Classrooms)



AM and PM Sessions



10 Sections of Blended Learning



2 Sections of Instructional Learning



Around 15 students in each classroom



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Geneva Junior Vikings





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Our team is passionate about the impact early childhood education has on a student's lifelong academic and social-emotional success.

Child Find

*Early
Intervention*

*Kindergarten
Preparation*

Child Find

Under the Individuals with Disabilities Education Act (IDEA), the Child Find Program requires school districts to locate children who are potentially eligible for services and connect them with those needed services.

Geneva Early Learning Program conducts developmental screenings about once a month in order to fulfill this obligation.

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Early Intervention

Students who receive services through early intervention are evaluated by our assessment team prior to their third birthday in order to determine their continued eligibility for services in school.

Our assessment team ensures that families have a smooth transition and warm welcome to Geneva #304.

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Child Find

*Early
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*Kindergarten
Preparation*

Kindergarten Preparation

Research shows children are more likely to be successful in kindergarten when they have attended preschool.

Our preschool standards, curriculum, and expectations align with those of kindergarten.

Preschool provides the foundation upon which a child can build future academic success in kindergarten and beyond.



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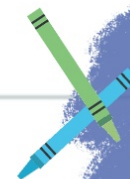
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PLAY-BASED
TEACHING AND
LEARNING




Learning
Standards



HEGGERTY



STORY
CHAMPS



SCOPE
AND
SEQUENCE

PLAY-BASED TEACHING AND LEARNING

1

Intentional Play

We utilize intentional play within all learning environments at GELP. All staff members work to facilitate play schemes in which students can learn and practice skills

2

Daily Schedules

Daily schedules are planned in a way that allows for opportunities for children to make choices in work and play as well as follow teacher led activities

3

Classroom Setup

Classrooms are arranged in learning centers so that children decide where they want to play. Each center contains materials that stimulate their creativity and imagination. Children are offered daily opportunities for uninterrupted play. In this setting, children can be spontaneous self-directed learners and staff members can facilitate...and play too!



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GOAL 2

Demonstrate understanding and enjoyment of literature.

LEARNING STANDARD 2.A

Demonstrate interest in stories and books.⁴

Preschool Benchmarks

2.A.ECa Engage in book-sharing experiences with purpose and understanding.

2.A.ECb Look at books independently, pretending to read.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Show interest in reading or in written text by enjoying listening to books read aloud.	Show interest in reading or in written text by asking to be read to.	Show interest in reading or in written text by asking the meaning of something that's written.
Make a comment while looking at the pictures in a book.	Describe what they see while looking at the pictures in a book.	Tell a story while looking at the pictures in a book.
Incorporate books into dramatic play, such as reading to a baby doll or stuffed animal.	Incorporate books and other written materials into dramatic play, such as reading from a real or pretend menu.	Incorporate books and other written materials into dramatic play on a regular basis.

Learning Standards

We pull our content standards from the Illinois Early Learning and Development Standards and integrate with a play-based teaching and learning approach to be responsive to our students' needs, readiness, and areas of interest.

Assessment



Assessment

The Geneva Early Learning Program assesses students in an ongoing, authentic, and age-appropriate way with a focus on student growth. We utilize all assessment results and classroom data to drive our instructional decision making and planning.

We look at skill ranges and student personal growth aligned with the Illinois Early Learning and Development Standards.

*Progress
Update*

MyIGDLs

Progress Update

Progress updates are completed in the fall, winter, and spring.
 Student performance is rated based on a continuum of skills.
 E (exploring) - D (developing) - B (building)

Student Level of Performance	What does that mean?!?
Exploring these skills	First level - Child is beginning to explore the foundational skills necessary to meet benchmark
Developing within the skill set	Second level - Child is developing within this skill set and demonstrating the foundational skills.
Building and applying the skills set	Third level - Child is consistently showing ability to demonstrate the skill, build upon their knowledge, and generalize the skill.

Subject Area	Standard	Standard Description	November	February	May
Science	11.A.ECc	Plan and carry out simple investigations	B		
	12.A.ECa	Observe, investigate describe and categorize living things			D
	12.F.ECa	Observe and discuss changes in weather and seasons using common vocabulary	E	E	D



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*Progress
Update*

MyIGDLs



We are piloting MyIGDI's which
assesses age-appropriate
literacy and numeracy skills.



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MyIGDIs

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Learning
Standards



HEGGERTY



STORY
CHAMPS



SCOPE
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Heggerty

35-weeks of phonological and phonemic awareness lessons for preschool students.

Focuses on: listening games, rhyme, initial phoneme isolation, blending, segmenting, final phoneme isolation, alphabet knowledge, and language awareness



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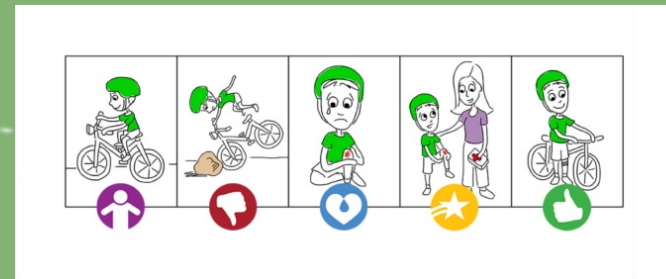
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STORY CHAMPS

A multi-tiered language intervention curriculum that promotes academic language of diverse preschool children.





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CHAMPS



SCOPE
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Scope and Sequence

Weeks -		1	2	3	4	5	6	7	8	9	10	11	12
Trimester 1	Start of The Week Date -	8/22	8/29	9/6	9/12	9/19	9/26	10/3	10/11	10/17	10/24	10/31	11/7
	Themes	Back to School			Camping		Authors		Community Helpers		Fall / Thankful		
	Letters	Familiar/Meaningful Letters - Initials				Letters S, A, T		Letters I, P, N		Letters C, K, E, H, R			
	Numbers	Familiar/Meaningful Numbers - 1, 2, 3, 4, 5				Numbers 6,7		Numbers 8,9		Numbers 0, 5, 10		Numbers 11-13	
	Core Word	Turn	More	In	Out	Finished/done	Read	Help	Get	Give	Like	My	Eat
	Concept	Open/close, Sit/stand, Object Functions		In/out, day/night, light/dark		Start/finish, lost/found, few/many		Hot/cold, safe/dangerous		Like/don't like, empty/full, food categories			
	Heggerty	Listening Games, Rhyme, Initial Phoneme Isolation, Blending, Segmenting, Final Phoneme Isolation, Alphabet Knowledge, and Language Awareness											
	Story Champs	Basic Story Structure (Retell a story including characters, the plot, sequence of events, and ending) (Make up and tell a story)											
	SEL	Whole Body Listening			Zones of Regulation					Expected/Unexpected Behaviors		Size of the Problem	
Weeks -		13	14	15	16	17	18	19	20	21	22	23	24
Trimester 2	Start of The Week Date -	11/14	11/28	12/5	12/12	12/19	1/9	1/17	1/23	1/30	2/6	2/13	2/21
	Themes	Dinosaurs			Holidays		Winter		Pets		Friendship / Valentines		Self Care
	Letters	Letters D, M, G,		Letters O, L, F,		Letters B, O, U		Letters J, Z, W		Letters V, Y, X		Review Letters	
	Numbers	10-13	Numbers 14, 15		Numbers 16, 17		Numbers 18, 19		Number 20		Number Review 1-10		Review teen #s
	Core Word	Drink	Same	Different	Want	Do	Put	On/off	Have	That	Make	Feel	Who
	Concept	Big/small, tall/short, same/different		Up/down, top/bottom, give/recvie		On/off, clothing categories, weather		Sorting animals, descriptive concepts, categories, body parts		Emotions, happy/sad		Clean/dirty, open/close	
	Heggerty	Listening Games, Rhyme, Initial Phoneme Isolation, Blending, Segmenting, Final Phoneme Isolation, Alphabet Knowledge, and Language Awareness											
	Story Champs	Language Complexity (understand and use complex sentences - because, if, as soon as, verb+ing, etc.)				Explicit Vocabulary (understand increasingly precise vocabulary including adjectives and adverbs)							
	SEL	Categories/Size of th		Acts of Kindness		Holiday Yoga		Social Thinking		Thoughts and Feelings		Group Plan / Personal Space	
Weeks -		25	26	27	28	29	30	31	32	33	34	35	36
Trimester 3	Start of The Week Date -	2/27	3/6	3/13	3/20	4/3	4/10	4/17	4/24	5/1	5/8	5/15	5/22
	Themes	Transportation			Author	Spring		Ocean		Summer / End of the Year			
	Letters	Review all letters				ABC Countdown to Summer!!							
	Numbers	Review Teen #s		Number Review 1-20									
	Core Word	Open	Go	Stop	It	See	Where	Yes	No	Play	What	You	Me
	Concept	Go/stop, fast/slow		Please/thanks, sleep/awake		Over/under, young/old		Wet/dry, sink/float		Inside/outside, first/last, beginning/end, categories			
	Heggerty	Listening Games, Rhyme, Initial Phoneme Isolation, Blending, Segmenting, Final Phoneme Isolation, Alphabet Knowledge, and Language Awareness											
	Story Champs	Increased Vocabulary and Dictation (understanding vocabulary in context and drawing events while dictating captions)											
	SEL	n's Law-Safe tou		Appropriate Play skills			Feelings/Emotions		Problem Solving		Mindfulness and Fun		



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OUR DAY



PRESCHOOL
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Schedule

Time Blocks	What does this mean?
Arrival	Students are retrieved from cars and buses starting at 8:55 and 12:25.. At 9 and 12:30 classes will enter the building, ready their materials, perform hand hygiene, and start their day.
Short Large Group	Daily repeated skill practice including - ABCs, counting, weather, days of the week, colors, shapes, etc...
Large Group	Whole group teaching towards learning targets of the day. This can and does include instruction in Language Art, Math, Language, Social/Emotional, Science, and more.
Small Group / Table Time	Small group activities and skill practice which can be independent or facilitated by a teacher, instructional assistant, or other staff member.
Centers	Small groupings of students in semi-consistent "teams" completing independent or small group choice activities with staff members facilitating as appropriate..
Motor Time	Outdoor or indoor gross motor play and exploration.
Dismissal	Students clean up and pack up their materials. Classes exit the building and begin being dismissed to cars and busses at 11:30 and 3:00.

Motor

Small Group

Large Group

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Speech Group

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Library

Gross Motor Time



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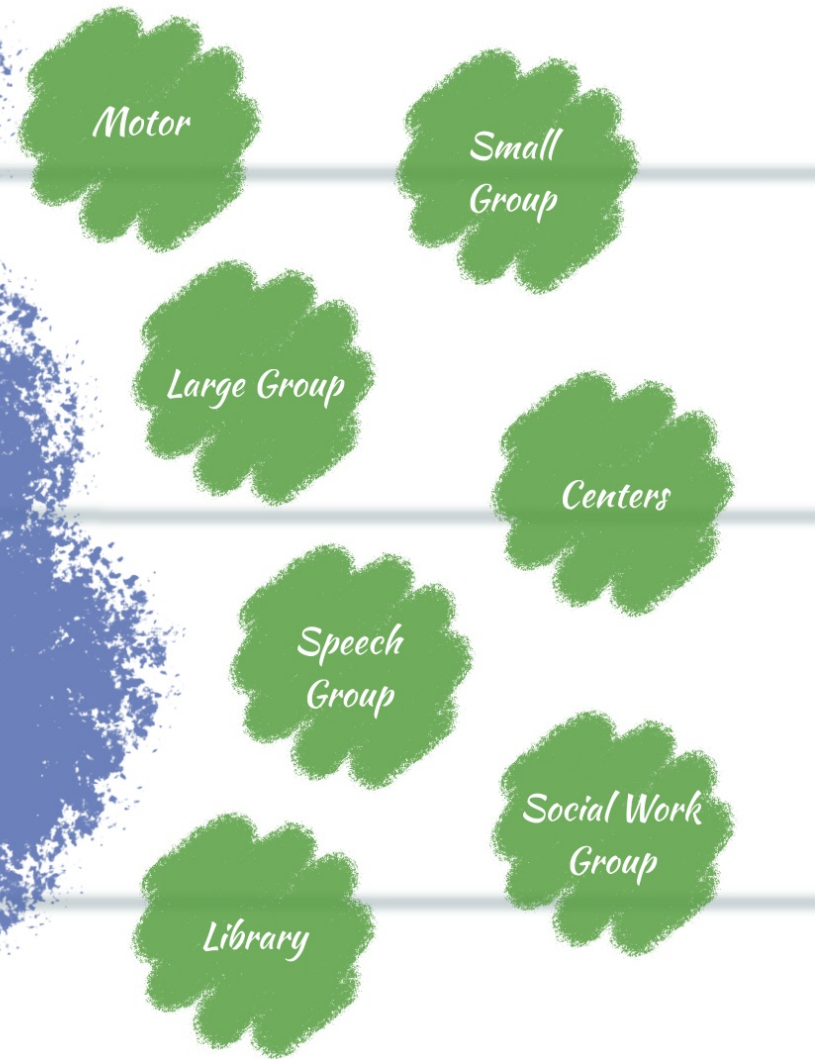
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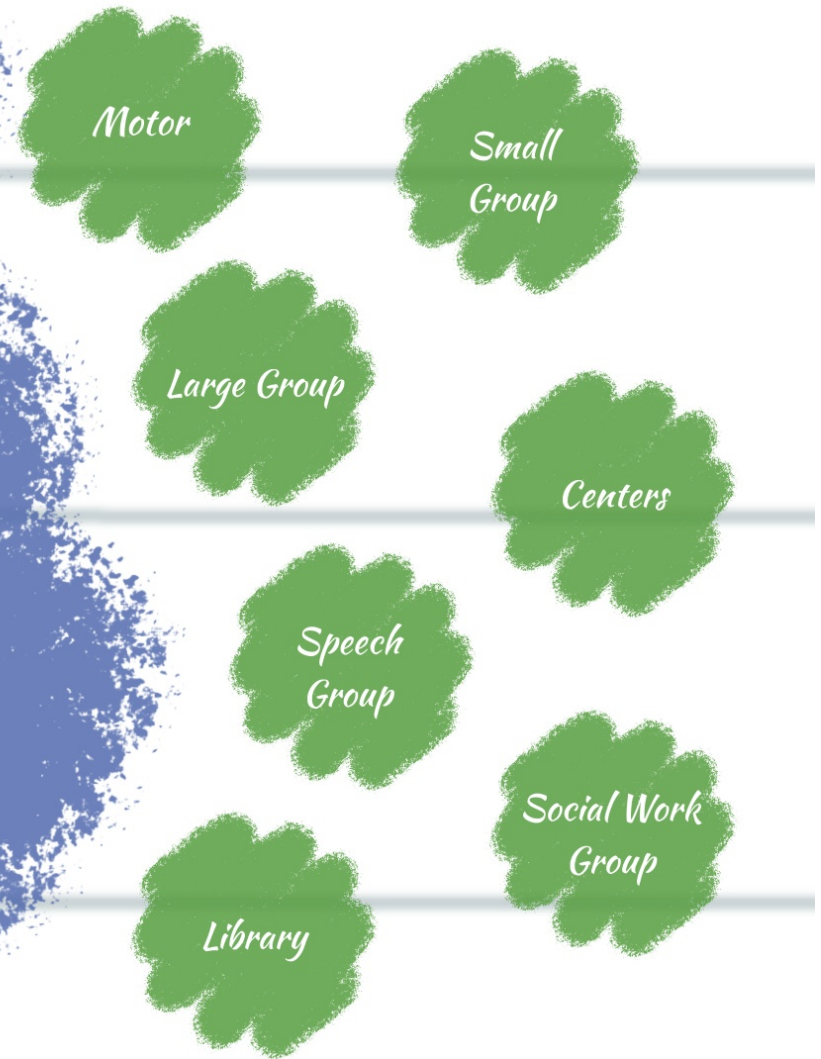


Centers



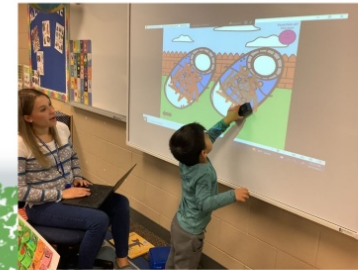
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Weekly Speech Group

- 📎 Weekly whole classroom language group facilitated by Speech-Language Pathologist
- 📎 Lessons follow current program thematic units (e.g. farm, fall, zoo)
- 📎 Focus on understanding and using basic concepts (e.g. open/close, fast/slow)
- 📎 Incorporate literacy through shared reading of books
- 📎 Introduce and practice classroom-based theme vocabulary (e.g. school supplies, animals, winter)



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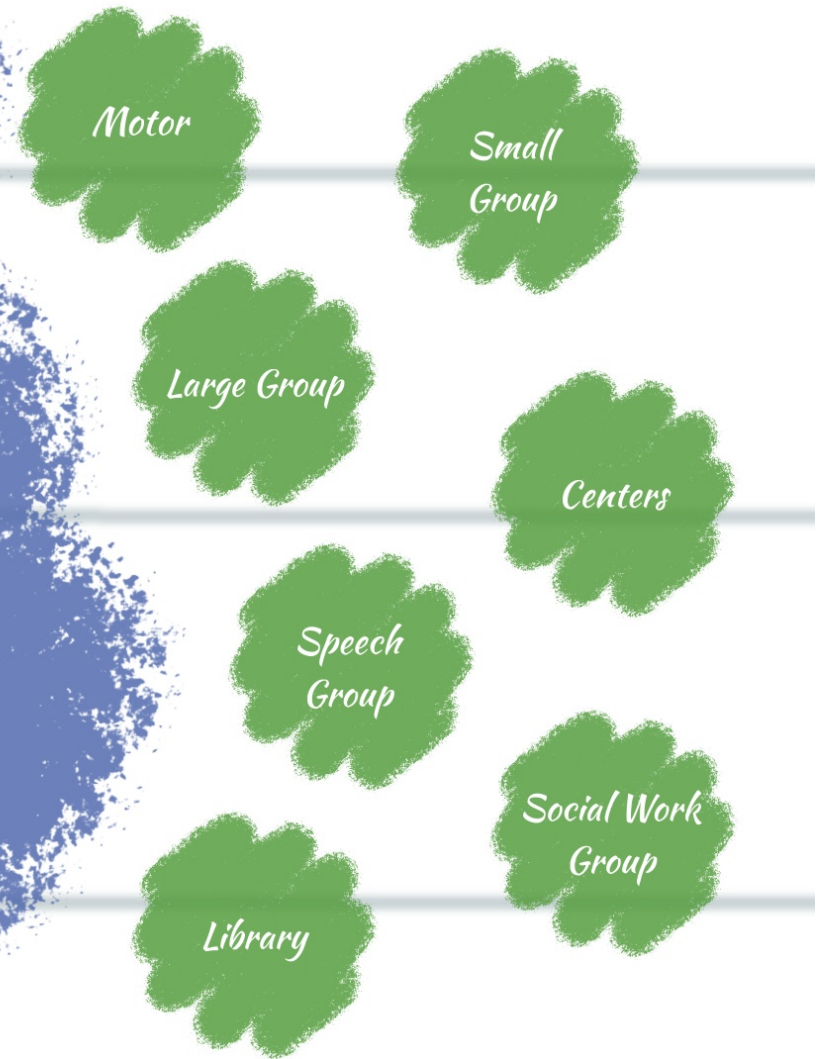
Social Work Group

- 📎 We teach the Zones of Regulation curriculum which includes lessons and activities that our learners gain skills in the area of self-regulation.
- 📎 All team members know and understand The Zones language.
- 📎 The lessons and learning activities are designed to help the students recognize when they are in the different zones, as well as learn how to use strategies to change or stay in the zone they are in.



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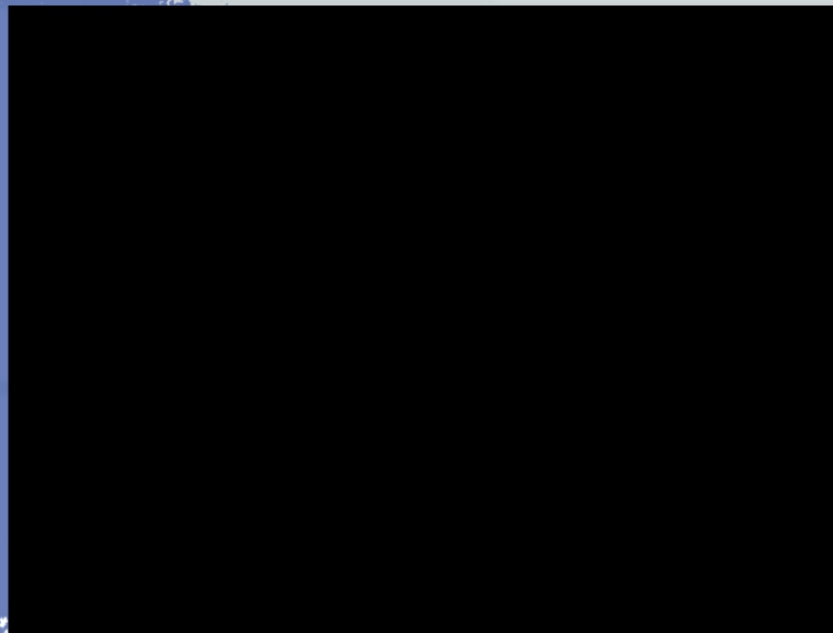


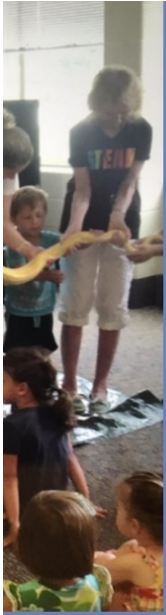
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Performances, Field Trips, and all other fun!





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