



## Tweety Bird Room (33 months to 4 year olds)

Our program is designed to maximize the educational and social benefits for your child's future success. Below you will find an overview of the skills we help our students develop in the Tweety classroom during the course of the school year.

### Social and Emotional Development

- Emotional Development: Shows control over emotions and mood changes, shows pride in accomplishments, understands and accepts limits, uses words to communicate daily needs
- Self-Concept: raising hands during circle time, participating in group discussions, develop an awareness of self as having certain abilities, characteristics, and preferences, Super Tweety
- Social Skills: Joins in simple games and group activities, engages in make-believe play alone and with other children, takes turns and uses their words, sharing, manage transitions, cooperative play, table manners and discussion during meal time, seek adult help when needed for emotional support, physical assistance, social interaction and approval
- Self-Help Skills: Bathroom- pulling up/down pants, wiping, washing/drying hands, Dressing for outside play- working on zipping our jackets, snaps, buttons and boots, Taking care of our bodies- blowing noses

### Approaches To Learning

- Show eagerness and a sense of wonder as a learner, choose new as well as a variety of familiar activities, explore ways to solve problems, seek and/or accept help or information when needed

### Language and Literacy Development

- Listening: Talks about known objects, events, and people not present, understands non-verbal and verbal cues, answers simple questions appropriately, follow directions that involve a 2 step sequence, weather and calendar helpers, songs and games
- Speaking: Asks an increasing number of questions and respond in conversation with others, communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
- Emergent Reading: Begin to initiate stories and respond to stories told or read aloud, show beginning understanding of concepts about print, recognize and name some letters of the alphabet, especially those in own name
- Emergent Writing: Begin to understand that writing is a way of communicating, uses scribbles, shapes or pictures to represent thoughts or ideas, engage in writing using letter-like symbols to make letters or words, begin to copy or write own name

### Creativity and the Arts

- Participate in art and music experiences, use a variety of media and materials for exploration and creative expression, participate in creative movement, drama and dance, begin to share opinions about likes and dislikes in art and creative expression

### **Cognitive Skills**

- Mathematical and Logical Thinking: Demonstrate increasing interest in and awareness of numbers and counting, begin to demonstrate an ability to count in sequence, recognize simple patterns, graphing and sorting, identify and name common shapes/colors, begin to make a comparison between at least two groups of objects, begin learning positional references
- Scientific Thinking and Problem Solving: Begin to use senses to explore materials and the environment, express wonder about the natural world, begin to ask questions and seek answers through active exploration, use tools for investigation of the environment
- Social Systems Understanding: Begin to recognize and appreciate similarities and differences between self and others, recognize and describe the roles of workers in the community, begin to recall recent and past events

### **Gross and Fine Motor Skills**

- Gross Motor: Creative/movement, begin climbing, begin to develop body strength, balance and flexibility
- Fine Motor: learn how to cut, glue, paint, hold a pencil and write with a pencil using the tripod grasp, uses eye-hand coordination to perform a variety of tasks, explore and experiment with a variety of tools

### **Religious Education**

- The children will develop an awareness of God, the bible, learning prayers, empathy, respect and values through developmentally appropriate activities, including being kind and loving to each other. Father John and Deacon Russ visit the Tweety room and read bible stories.
- Celebrate major liturgical holidays

### **Research Based Curriculum with Themes**

#### **SEEDS Reading Program**

- Weekly books with corresponding vocabulary words

#### **Daily Rest Time**

- Rest time is provided daily as a time for quiet and to gather energy. Naps are to be peaceful and supervised. If a child is not asleep after 30-40 minutes, the child is welcome to engage in quiet activities on his/her cot so as not to disturb other children who are resting.

#### **Daily Outside Time**

- Outdoor play is an important and vital part of your child's day at the NELC. Our backyard playground provides a safe environment to explore and practice large motor skills. We will go outside twice a day, weather permitting and frequently take neighborhood walks.
- We are also able to use the large motor room across the street at Nativity School

## Theme Based Units

- Family
- Friendship
- Feelings
- Apples
- Fall
- Colors
- Shapes
- Halloween
- Thanksgiving
- Bears/Hibernation
- Penguins
- Christmas
- Space
- Dr. Seuss
- Valentine's Day
- Post Office
- Community Helpers
- St. Patrick's Day
- Farm
- Easter
- Spring
- Flowers
- Earth Day
- Transportation
- Bugs
- Circus
- Dental Health
- Dinosaur
- Fairy Tales
- Owls
- Pets
- Weather
- Winter