



Stepping Stones Preschool at Cornerstone Church

Hello and Welcome to Stepping Stones Preschool at Cornerstone Church! Stepping Stones is an early education program in a Christian environment. We offer this quality early learning experience exclusively for three to five year olds. Our curriculum is drawn from a variety of quality educational resources, including "Creative Curriculum", and incorporates basic teachings of Christian values and positive characteristic traits. We provide a balanced focus of kindergarten readiness skills, socialization, and self-help skills. The total enrollment is limited to a small group of children. This limited enrollment allows each child to receive quality individual attention on a regular basis from the degreed teachers on staff. Our teachers have many years of education and experience and are dedicated to providing the highest quality preschool education for your child.

Basic Information

Hours of Operation:

3-4 year old class: Monday, Tuesday, Wednesday

Session I: 8:45 a.m.-11:15 a.m.

4-5 year old class: Monday, Tuesday, Wednesday, Thursday

Session I: 8:45-11:30 a.m. Session II: 12:30 p.m.-3:15 p.m.

Our licensed capacity is approximately 30 children per session.

All children attending must be potty-trained.

Tuition:

3-4 year old tuition=\$130.00 Per Month

4-5 year old tuition=\$150.00 Per Month

Mission Statement:

The purpose of "Stepping Stones Preschool at Cornerstone Church" is to provide a quality preschool education through hands-on learning, developmentally appropriate activities, a commitment to teaching Christian virtues and values, and developing the whole child.

Stepping Stones Preschool Philosophy:

We believe children learn best by experiencing hands-on opportunities. Therefore, we have planned our program to give the children opportunities to learn and discover the world around them by providing them with activities to allow them choice and experimentation.

Our program is designed to encourage a child's social/emotional, physical, cognitive, language, and spiritual development. We believe that children are respected, valued, and each a unique individual. We use developmentally appropriate teaching strategies designed to support and encourage each child's individual development.

Our curriculum is drawn from a variety of quality educational resources and incorporates basic teachings of Christian virtues and values and positive character traits. We provide a balanced focus of readiness skills, socialization, and self-help skills.

Our teachers guide children in a predictable, yet flexible environment that allows for creativity and encourage children to develop self-discipline through positive guidance.

We believe "learning" is not necessarily just the ABC's and 123's, but is also the learning of values. The learning of honesty, respect, self-reliance, potential, self-discipline, love, sensitivity to others, kindness, fairness, and the value of giving to others.

"All About Me!"



Hi...My name is **Becky Koch** and I am the Director of Stepping Stones Preschool and Lead Teacher of the four to five year old classroom.

I have a Bachelor of Science degree in Early Childhood Education and have 10 years experience, including my work as a pre-kindergarten teacher and director of an award-winning child care/preschool.

I am originally from South Dakota and moved to Colorado in 2000. I am married to my husband of 7 years, Shon and we have 2 sons, Jaxon, 6 years old and Riley, 3 years old.

I absolutely LOVE teaching preschool. It has been a passion of mine for many years. I never tire of the smiles, hugs, laughter and learning! I love seeing the "AHA" moment in a child's eyes, the moment when he or she learns something new and recalls it.

It's one of the best rewards a teacher can experience.

I am honored to be your child's teacher and can't wait to meet your child and your family!

My Favorites...

My favorite color is: RED

My favorite food is: TACOS

My favorite thing I like to do is: PLAY WITH MY CHILDREN

My favorite thing I like to do with my family is: MOVIE NIGHT

What did I want to be when I grew up: A TEACHER AND A MOMMY

What is my favorite cartoon: WONDER PETS

What is my favorite movie: CINDERELLA

What is my favorite book: I AIN'T GONNA PAINT NO MORE

Three to Four Year Old Preschool Class



Welcome to Stepping Stones Preschool! My name is Jolene Wells. I want to share with you my background, the class schedule, the curriculum, my expectations, and how I assess the development of your child throughout the school year.

About myself

I am so happy to be your child's teacher, the assistant director of this wonderful preschool, and your partner. I have been in the early childhood education field for over 23 years. I consider every day an awe-inspiring day when I am with children because of their 'free spirit'. Watching them discovering our world in ways that are playful and fun is so phenomenal.

I have a degree in Early Childhood Education. I continue to take classes and/or professional development courses to stay updated with: state regulations, educational news that may be brought to the floor in the state legislature, environmental "green" changes or developments in our area, and learning new theories in research on brain development. I am CPR and First Aid certified. I am a member of the National Association of the Education of Young Children, Colorado Association of Young Children, and a member of the National Society of Collegiate Scholars.

I have been blessed with a wonderful family. My husband and I have been married nineteen years and we have two children. We moved here from Northeast Kansas seven years ago and have created a place called 'home'. I enjoy being outdoors with nature beside my family: fishing, riding on trails in the mountains, camping, motocross, softball, and wakeboarding. For my own personal well-being, I exercise: Yoga, step-aerobics, walking, kick-boxing skill building, Pilates, and biking.

The Creative Curriculum for Early Childhood

Our Philosophy

The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking).

In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors, and they notice relationships between things.

In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an airplane or a block is a hamburger. These early symbols - the stick and the block - are similar in shape to the objects they represent. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read" pictures which are symbols of real people, places and things. This exciting development in symbolic thinking takes place during the pre-school years as children play.

- Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

The Goals of Our Curriculum

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them *how* to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development,

- *Social:* To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- *Emotional:* To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- *Cognitive:* To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- *Physical:* To help children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

Class schedule/3-4 year old classroom

*Session I: 8:45 a.m. - 11:15 a.m.**

8:45 a.m. **Arrival/Sign-In/Wash hands/Open centers**
9:00 a.m. **Group Time:** Bible Story, News, Story
relating to the theme for the week, finger
plays
Calendar/weather using sign language,
Letter
of the week, and announcements

- Opening game: pull the group together, provides a sense of fun and enjoyment, used to teach learning skills, moral values and codes of conduct
- Round Table: give everybody a chance to speak. A speaking object such as a conch can be used to enable a focus on the speaker and indicate that all other must listen. It is this section of Circle Time where scripted sentences are often used. Examples might include: I find it easiest to work in class when in class when... I get fed up when...I was pleased with myself when...
- Open Forum: an open, free discussion phase which can be used to discuss and solve problem and set targets
- Celebration of successes: a chance for pupils to thank others, both children and adults, for acts of kindness etc. during the past week
- Closing game: brings a sense of closure and bridges into the next part of the school day

The structure is designed to build a sense of class community and the teacher acts as a non-authoritarian facilitator, encouraging co-operation and creating climate of emotional safety.

9:30 a.m. **Outside/Large Motor Skills Development**

10:00 a.m. **Wash hands/Bathroom Break/Snack/Clean up**

10:20 a.m. **Small group Time/Open Centers/Art**

11:00 a.m. **Language Arts, Closing Circle, Wash
Hands**

11:15 a.m. **Dismissal**

**Mathematics, Nutrition, Various Sciences, and Various
Cognitive Manipulatives are incorporated throughout the day.**

What Your Child Should Learn in Preschool

By Denise Schipani and Ilisa Cohen From: [Parents.com](#)



+ ENLARGE IMAGE

Kindergarten isn't what it used to be; some educators say it's more like what first grade used to look like a generation or more ago. What does that mean to your preschooler? Ratcheted-up expectations for the pre-K year. Preschool teachers have the dual job of continuing to stimulate social growth (and let kids be kids), while also preparing them academically for the rigors of kindergarten.

- **See Spot run:** Don't panic; your child is not expected to graduate from preschool knowing how to read. But he should show that he's ready to make a start by identifying the starting sounds of words and being able to rhyme easily. And even if your child can't write letters, he should be able to visualize how to do so. This is also the time to introduce him to concepts of handwriting, such as how letters are formed from top to bottom, and how words are written from left to right across the page.
- **Class rules:** In most cases, the kindergarten your child attends will have more kids and fewer teachers -- and possibly a longer day -- than he's accustomed to in preschool. That's why there's much emphasis in the pre-K year on increasing attention span, understanding rules, and following directions, Murphree says.
- **Playing it up:** Kids are far more adept now at playing cooperatively, which does not mean without conflict! Still, you'll find fours planning out play before they start, creating roles and plotlines, incorporating fairness, and taking turns more easily. Another nice change this year? Increased empathy. "Children are learning to be inclusive, inviting classmates to join them," Gorelow says. "Or, if not, they might let down their friends easily, saying 'I can't play right now, but we're still friends.'" These nuances of kindness and sensitivity will serve them well come big-kid school.

What Your Child Should Learn in Preschool

By Denise Schipani and Ilisa Cohen

What Kids Learn All Around the Pre-K Room

It may seem like a lot of fun and games, but your child is actually learning important lessons as he plays.

Story corner: Just by listening and watching her teacher read *Go, Dog, Go!* your child is becoming familiar with basic literacy concepts, like reading left to right, and what words and letters are. Sometimes, if you walk by the book corner, you'll see preschoolers "reading" by turning the pages and narrating what they see -- a great precursor to real reading.

Puzzle table: Legos, and puzzles, and beads -- oh, my! Children improve their fine motor skills, concentration, and hand-eye coordination when they play these games. Working independently also gives them practice problem solving.

Sand/water table: The tools and toys help teach science concepts like cause and effect. Since there's no right or wrong with these materials, kids feel a sense of success when they play with them.

Science projects: The class hamster is a great tool for kids to observe living things and learn what they need to grow. Other science tools like scales and magnifying glasses allow kids to examine, experiment, predict, question, and problem-solve.

Circle time: Learning to sit patiently, saying good morning, and talking about the day's events is a key part of your child's day. This preschool town meeting gives her important practice for the skills she'll need to master for kindergarten.

Art area: Crayons, markers, safety scissors, glue, and paintbrushes are all great tools for mastering fine motor skills and hand-eye coordination. And children love to talk about their artwork -- it gives them practice with language and self-expression.

Block area: What isn't your child learning? She's gaining basic math skills when she counts them, identifies their shapes, and compares their sizes. Building houses, roads, and forts helps her hone spatial skills that will be helpful for geometry and physics later on.

Outdoor play: It looks like chaos, but all that activity helps kids learn what their bodies can do. Children need to move and experiment to master balance, improve coordination, and develop their muscles. Group activities on the playground also teach kids cooperation.

A Typical Day for Your Child in the 4-5 year old Classroom

8:45 a.m.-9:00---Arrival/Wash Hands/Open Learning Centers,
Bible Story: Lesson of the Day

9:00 a.m.-9:15---Circle Time (Morning Message, Calendar,
Weather, etc...)

9:15 a.m.-9:30---Writer's Workshop (Letter Recognition Practice,
Fine Motor Strengthening, Writing Practice, etc.)

9:30 a.m.-9:45---Snack

9:45 a.m.-10:45---Learning Centers (Science, Math, Blocks, Art,
Writing, Library, Sensory Table...)

10:45 a.m.-11:15---Outside

11:15 a.m.-11:30---Closing Circle Time (Recall, Book, etc...)

11:30 a.m.---Departure

***Afternoon Schedule of Events will be the same. Schedule may vary depending on theme, events, weather, etc...