



Welcome CDC Parents and Carers

New Class Orientation

Preschool

2022/3/22





Meet the Group Leader



Yukiko
yukiko.makishi@oist.jp

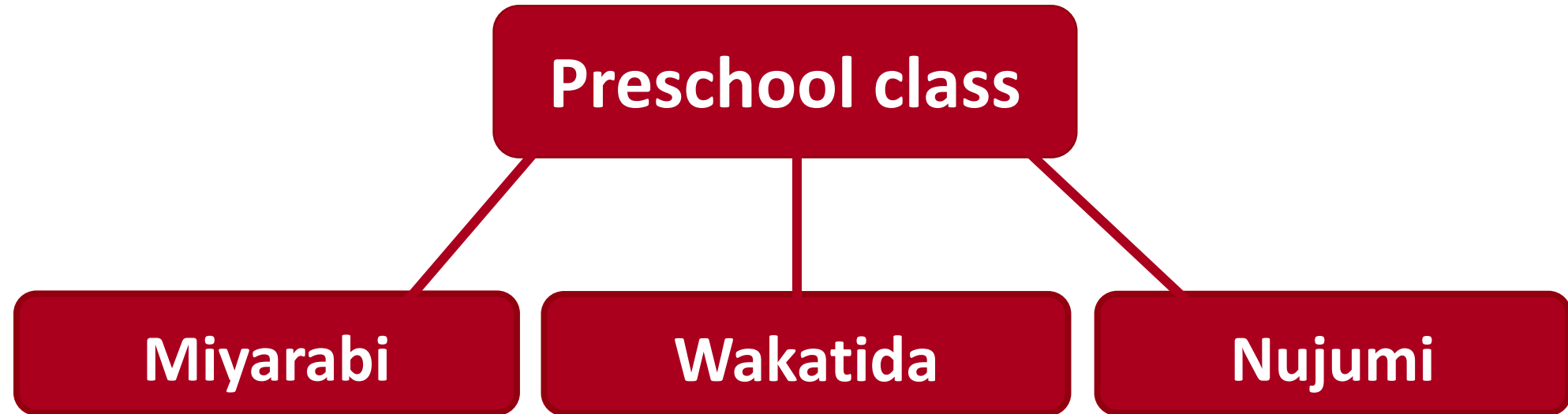
Point of contact for concerns after speaking with the class teacher.

Create shifts and cover the classroom when class teachers are on leave.

Formal and informal evaluation of classroom, safety checks, staff training, holds meetings with teachers monthly.



Overview of Class



The legal ratio in Japan= 1 teacher to 20 children

Each Classroom has 3 teachers

Daily Schedule



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学

Wakatida Class Daily Schedule

8:00-8:50	Drop Off/ Table activity
8:50-9:00	Clean-up/Bathroom/Wash hands
9:00-9:20	AM Snack time
9:20-9:45	Free play
9:45-10:00	Clean-up/ Bathroom/Wash hands
10:00-10:45	Outside play
10:45-11:00	Bathroom/Wash hands
11:00-11:30	AM Circle time (Calendar, Story time Letters, Numbers, Weather and Weekly theme)
11:30-11:45	Bathroom/Wash hands
11:45-12:15	Lunch time
12:15-12:45	Clean-up/Bathroom/Brush teeth/Book time
12:45-14:30	Rest time
14:30-14:45	Bathroom/Wash hands/Clean-up Futons
14:45-15:05	PM Circle time (Calendar, Story time Letters, Numbers, Weather and Monthly theme)
15:05-15:20	Activity time
15:20-15:30	Clean-up / Bathroom/Wash hands
15:30-16:00	PM Snack
16:00-16:15	Good bye circle (summarize and outline of next day) / Packing up a backpack
16:15-16:45	Free play time
16:45-17:00	Clean-up/Bathroom/Wash hands
17:00-18:00	Outside play



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学

わかていーだクラス保育日程

8:00-8:50	登園 テーブルでのアクティビティー (めりえ・パズル等)
8:50-9:00	お片付け/トイレ手洗い
9:00-9:20	午前のおやつ
9:20-9:45	自由遊び
9:45-10:00	お片付け/トイレ手洗い
10:00-10:45	お外遊び
10:45-11:00	トイレ/手洗い
11:00-11:30	朝のサークルタイム (あいさつ/カレンダー/絵本/文字・数字/天気/今週のテーマ)
11:30-11:45	トイレ/手洗い/昼食の準備
11:45-12:15	昼食
12:15-12:45	食事のお片付け/歯磨き/トイレ/手洗い/絵本の時間
12:45-14:30	昼寝
14:30-14:45	トイレ/手洗い/布団のお片付け
14:45-15:05	午後のサークルタイム (あいさつ/カレンダー/絵本/文字・数字/天気/今週のテーマ) お片付け/トイレ/手洗い
15:05-15:20	制作活動・学びの時間
15:20-15:30	お片付け/手洗い/トイレ
15:30-16:00	午後のおやつ
16:00-16:15	お帰りの会/帰りの準備
16:15-16:45	自由遊び
16:45-17:00	お片付け/トイレ/手洗い
17:00-18:00	お外遊び



Classroom Set Up



Miyarabi, Wakatida, Nujyumi Class				
<u>Everyday</u>	<u>On Monday</u>	<u>Keep at School</u>	<u>Optional</u>	<u>Water play during June-September</u>
<div><div><input type="checkbox"/> Bag or backpack</div><div><input type="checkbox"/> Water bottle with strap (Water or non-caffeine tea only)</div><div><input type="checkbox"/> Lunch (if not ordered)</div><div><input type="checkbox"/> Plastic bags for soiled clothing</div><div><input type="checkbox"/> Loop towel (for hands)</div><div><input type="checkbox"/> Toothbrush with a cap/ holder (No toothpaste)</div><div><input type="checkbox"/> 1 Wet towel with case</div><div>※Put your child's toothbrush and hand towel set in a bag with loop</div></div>	<div><div><input type="checkbox"/> Nap Set</div></div>	<div><div><input type="checkbox"/> Adult T-shirts for art and craft</div><div><input type="checkbox"/> 3 extra clothes & underwear</div><div><input type="checkbox"/> Wipes (1 pack) as needed</div><div><input type="checkbox"/> Jacket (Fall & Winter)</div><div><input type="checkbox"/> Hat</div><div><input type="checkbox"/> Sunscreen</div></div>	<div><div><input type="checkbox"/> Indoor shoes</div><div><input type="checkbox"/> sunglasses</div><div><input type="checkbox"/> Chopsticks</div><div><input type="checkbox"/> Colored pencil set</div><div><input type="checkbox"/> Kids Scissors</div><div><input type="checkbox"/> Beginners pencils</div><div><input type="checkbox"/> File folder</div></div>	<div><div><input type="checkbox"/> Swimsuit</div><div><input type="checkbox"/> Towel</div><div><input type="checkbox"/> Set of clothes and underwear for after water play</div><div><input type="checkbox"/> Plastic bag</div></div>

***Please write your child's name on each item.**



Pick Up and Drop Off Routine

Morning Drop Off

- Sign in attendance sheet
- Class Teacher takes child Temperature
- Quick goodbye
- Please drop off between 8:00-9:30

Afternoon Pick Up

- We do not allow drop off during nap/rest time
- Sign out attendance sheet
- Please watch children after pick up
- Late fee for pick up after 6pm



First Day of New Class



		3/8	3/9	3/10	3/11	3/12
1	Shreya	In	3:35			
2	Sontake	In				
3	Dani	Out	4:00			
4	Cy	In	2:50			
5	Zuhair	Out				
6	Marie	In				
7	Wilken	Out	2:11			
8	Marie	In				
9	Guzmán	Out				
10	Helen	In	4:50			
11	Bali	Out				
12	Ben	In				
13	Rubellado	Out				
14	Kai	In	3:30			
15	Shuira	Out				
16	Rio	In	4:10			
17	Matsumoto	Out				
18	Sawa	In				
19	Matsuoka	Out				
20	Jude	In				
21	Spector	Out				
22	Laurin	In	4:10			
23	Hauf	Out				
24	Rozaline	In				
25	Firmage	Out				
26	Reina	In				
27	Narumoto	Out				
28		In				
29		Out				
30		In				
31		Out				
32		In				
33		Out				
34		In				
35		Out				
36		In				
37		Out				
38		In				
39		Out				
40		In				
41		Out				
42		In				
43		Out				
44		In				
45		Out				
46		In				
47		Out				
48		In				
49		Out				
50		In				
51		Out				
52		In				
53		Out				
54		In				
55		Out				
56		In				
57		Out				
58		In				
59		Out				
60		In				
61		Out				
62		In				
63		Out				
64		In				
65		Out				
66		In				
67		Out				
68		In				
69		Out				
70		In				
71		Out				
72		In				
73		Out				
74		In				
75		Out				
76		In				
77		Out				
78		In				
79		Out				
80		In				
81		Out				
82		In				
83		Out				
84		In				
85		Out				
86		In				
87		Out				
88		In				
89		Out				
90		In				
91		Out				
92		In				
93		Out				
94		In				
95		Out				
96		In				
97		Out				
98		In				
99		Out				
100		In				

When you arrive the class, Please fill in the arrive time and body temperature of your children in this attendance sheet.



We are allowed to bring only one soft toy for a rest time. However, please do not bring any other toys or accessories.

Children may bring a picture book, but please make sure it does not sounds or interactive options.

プレスクールではお昼寝時間にぬいぐるみを使う事を認めていますが、それ以外のおもちゃやアクセサリは持たせないでください。また、家から絵本を持ってくることも認めていますが、音が出るなどの機能がついていないものにしてください。





Thematic Learning

- Thematic teaching starts with identification of a theme the underlying concept that allows for the structure and organization of specific content across discipline.
- The theme is the topic of interest that provides the core for group activities.
- It helps learners see meaningful connections across learning subjects.
- These themes could be developed also in social and emotional development, literacy, language, music, art, and physical education, and STEM concept.
- The dynamics of interactive teaching can produce themes that are meaningful, interesting and cohesive.
- Thematic means that the same topic is used to develop the teaching plan (content and instruction) for each of the different subjects in which children are enrolled.
- Teacher uses the following steps in planning instruction.
 - Select a suitable topic or theme
 - Select suitable specific learning objectives
 - Detail the instructional procedures
 - Provide for developmentally appropriate materials for instruction
 - Plan for assessment of children learning




Themes Chart

	Spring									Summer											Fall					
	April				May				June				July				August					September				
E: English J: Japanese	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E
Date	5-	12-	19-	26-	6,7,10-	17-	24-	31-	7-	8-	14-	21-	28-	5-	12-	20-	26-	2-	9-	16-	23-	30-	6-	13-	21-	27-
Miyarabi Wakatida Nujyumi	Friendship Manner Classroom Rules				life cycle insect animal Sea animal (Numeracy Literacy)				All about me My Family My world				Nature Tree Land Water				Dinosaur Transportation					Outer space Science & technology				

	Fall									Winter												Spring				
	October				November					December				January				February				March				
E: English J: Japanese	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	
Date	4-	11-	18-	25-	1-	8-	15-	22-	29-	6-	13-	20-	27-	12-	18-	25-	1-	8-	15-	22-	1-	8-	15-	22-	29-	
Miyarabi Wakatida Nujyumi	Barnyard On the farm (Community Helpers)				Healt & Safety Food Nutrition					Music				Numeracy Literacy				Sports Game				Diversity Culture Okinawan culture				

Lesson Plan

6	 OIST	Tedako CDC Weekly Plan てだこCDC・週間保育計画	I	Year(s) 歳児	Miyarabi	Class クラス	6/14/2021	~	6/18/2021
Theme テーマ	All About Me/My World	# of Children 園児数	20	People 人	Class Teacher 担任	Iraida Haward	GL 主任	####	Mng. 管理
Children's State of Previous Week 前週の子どもの姿					Goals / Objectives ねらい			Events 行事	
Many students have been staying at home as a preventative measure against the spread of COVID19. We have had a small class, allowing us to give 1-to-1 attention to the ones attending and provide virtual circle time for the ones staying at home.					Explore different countries and notice interesting facts about various countries.			Teachers' Health Check	
	Social-Emotional 社会・情緒	Physical 身体		Language / Literacy 言語・識字		STEM ステム		Art 芸術	
Content 内容	Talk About Our Classroom Nationalities	Learn About Different Dances From Around The World		Practice Countries Names Spelling		Design Their Own Passport		Decorate Rock with Flags Colors	
Anticipated Activities of Children 予想される園児の活動	Practice the question: Where are you from? modeling a full sentence answer: I am from...	Explore different rhythms from around the world and learn some dance moves according to different countries.		Students will practice how to write countries names by completing worksheets.		Students will talk about the use of passport, then design their own passport, using construction paper and pictures of different countries.		Students will decorate rocks using flag colors while learning about different countries.	
Environmental Organization Assistance 環境構成・保育者の援助	Ask students about their own countries and encourage them to ask other friends and family members where they are from and what kind of traditions they observe in their own countries.	Stay close to support a child if he or she loses balance.		Support students with their writing skills providing visual cues on small white boards.		Assist students producing their own passports, guiding them to draw their pictures and thinking about their favorite countries. Talk about how the passport is issued, used and etc.		Encourage students to choose countries they like and experiment with paint, trying to create secondary colors by mixing primary colors.	
Partnership with Family 家庭との連携	Involve families at home to discuss with their children about different traditions from their home country.	Share these rhythms with parents so they can enjoy dancing at home!		Talk about other countries at home and add new flags to their passports.		Invite parents to show their own passports to students and discuss the countries they have visited and different traditions from around the world.		Show appreciation for the artwork and share some art ideas with parents	
Reflection and Evaluation 反省・評価									



All about Me/ My World



ART

Decorate rock with
flag's colors

Social/ Emotional Development

Practice the question:
Where are you from?
modeling a full sentence
answer: I am from...



Physical Development

Learn about different
traditional dance around
the world



Literacy/ Language

Practice Countries Names
Spelling

STEM

Design their own
Passport



Tedako CDC: What is Phonics?



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学

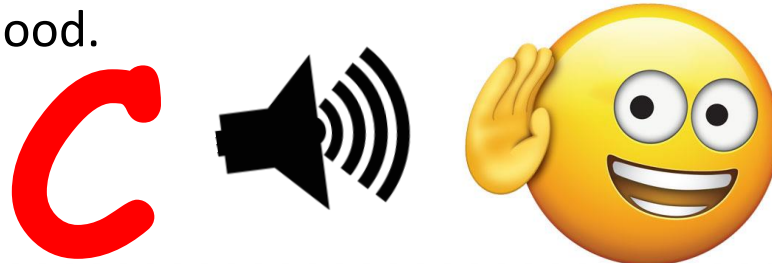


What is Phonics?



Phonics is the recommended first strategy to help children learn how to read and write an alphabetic language. It is taught by demonstrating the relationship between the letters of the alphabet, the graphemes, and the sounds they make, the phonemes. By breaking words up into their individual sounds, children are able to learn how to read and write phonetically spelt words.

Phonics when combined with a high frequency sight words program form part of the core literacy skills learnt in early childhood.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Tedako CDC Approach



The Tedako CDC uses the Letterland Phonics program in the early years as the basis for learning phonics and eventually reading. The Letterland Phonics program combines fun and bright characters with easy to remember names, songs with simple tunes which use the target phonetic sound multiple times, and character actions which further helps children remember the phonetic sound and associated letter.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



The Steps to Learning



1.

The children are introduced to the Letterland characters, the words in their names corresponding with their letter sound.

2.

The children learn the characters action trick, which is taught along with their sound, linking the character name, letter sound and action together.

3.

The children sing the characters song, which combines the character name, letter sound and action trick which further strengthens the bond between the three aspects with an easy to remember tune.

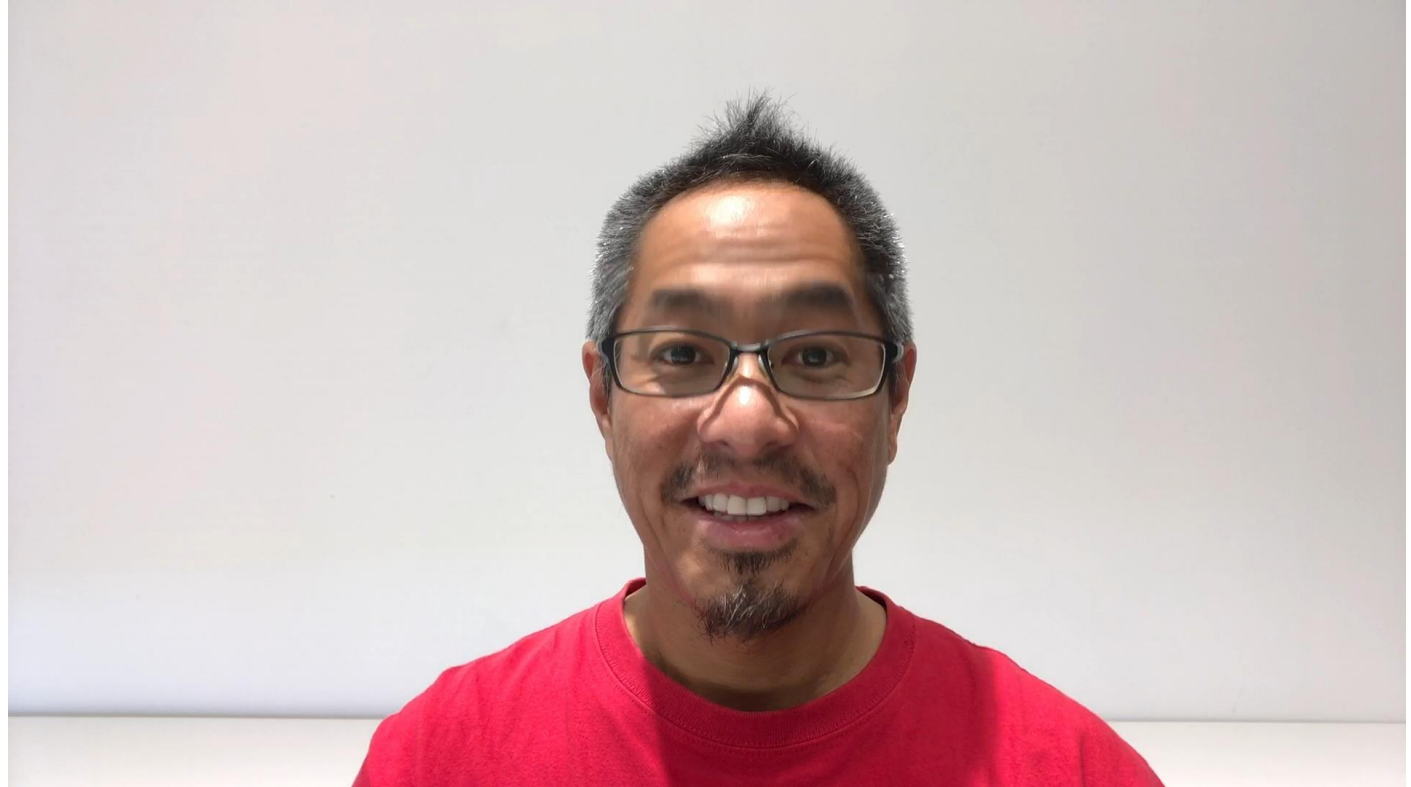
4.

The children practice word building, first using segmenting and isolating the sounds in CVC words, which then expands into more advanced phonetic sounds.



Meet Clever Cat

She says “c”



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Initial Learning Outcomes



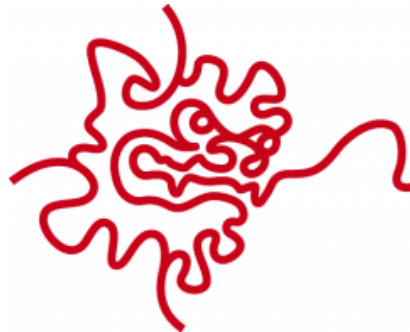
The initial learning outcomes are for the children to:

Be introduced to the characters and the basic phonetic sounds.

To practice making these sounds to the best of their ability while having fun.

To begin to recognize and link the letter (grapheme) and the sound (phoneme).

Additionally, building vocabulary, while practicing starting sounds.



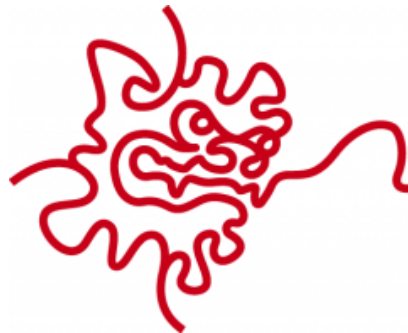
Examples in the Classroom



Let us watch some videos of teaching in the classroom.

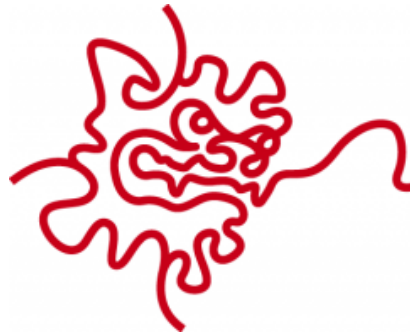
Please note these videos are from a different class of a different level at a different time of the year and may not reflect what your children are doing in their class. Also, many of the lessons now happen in blended learning environments with children at home learning online at the same time as children in the classroom.

Finally, the educator being filmed apologizes for being a terrible singer.



In Practice

Introducing the character, sound and action.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Today is Thursday
the 18th
of February in 2022.



In Practice

Singing the song.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学

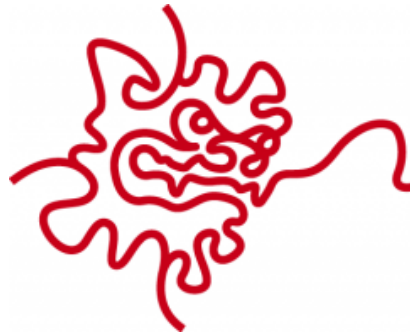


Today is Thursday
the 18th
of February in 2022.



In Practice

Learning the vocabulary.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Today is Thursday
the 18th
of February 022.



In Practice

Decoding CVC words.



OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Today is Thursday
the 18th
of February in 20



Closing Remarks



We hope that you have enjoyed watching this short video, and have a better understanding of what phonics is, why we teach it and how we teach it in the class.

For more detail about what your child is doing in their class, feel free to talk to your child's educator who can give you more information.

You can find many useful resources on the Letterland website.

Thank you for joining us!

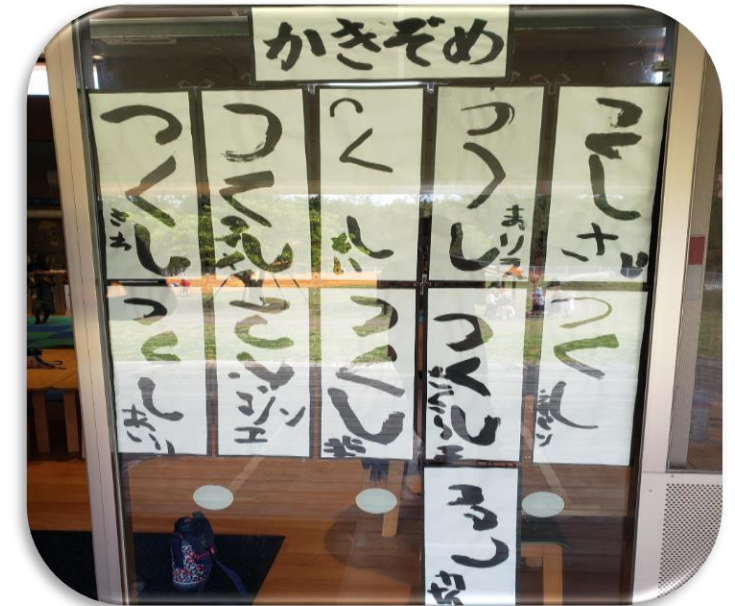


OKINAWA INSTITUTE OF SCIENCE AND TECHNOLOGY GRADUATE UNIVERSITY
沖縄科学技術大学院大学



Japanese Language

At Tedako CDC, Japanese speaking teachers use our own learning materials while providing children with the opportunities to begin acquiring understanding of the concepts of literacy and its functions. Daily exposure to verbal and written language, through play and intentional activities, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols and print. The preschool classroom environments rich with print, language, storytelling, books, and writing materials allow children to experience the joy and power associated with reading and writing, while mastering basic concepts about print. The preschool environment is also respectful and supportive of children's cultural heritages and home languages while encouraging both Japanese and English language acquisition. The abilities to listen, speak, read, and write emerge interdependently in environments designed to meet each child's unique skills, abilities, interests, and needs.





Assessment

- **Assessments:**

- The purpose of assessment of children's development and learning is to inform planning of day-to-day curriculum and to ensure that the program is addressing each child's individual needs.

- **Assessment Tools:**

- Developmental Checklist
- Portfolios

- **Parent-Teacher Conference:**

- Held twice a year, June and February

Outcomes



TEDAKO CDC DEVELOPMENTAL CHECKLIST 3 – 4 Year Olds

Child's Name: _____

D.O.B: _____

Assessment Dates: _____

SELF-HELP SKILLS

- ☐ Tries to take off and put on clothes, socks and shoes, without the teacher's help
- ☐ Eats with utensils properly
- ☐ Indicates toileting needs and go to the toilet by themselves
- ☐ Cleans up their plates after lunch and snack
- ☐ Tidies up toys and returns them to their original place
- ☐ Carries their own water bottles, using the straps, during field trips and excursions

PHYSICAL DEVELOPMENT (FINE / GROSS MOTOR SKILLS)

- ☐ Kicks, throws and catches a large ball (e.g., soccer ball)
- ☐ Hops and skips
- ☐ Rides a tricycle using pedals
- ☐ Balances on one foot
- ☐ Handles small objects and turns one page of a book at a time
- ☐ Uses age-appropriate scissors
- ☐ Traces letters and shapes
- ☐ Writes some letters (_ _ _ _)
- ☐ Builds a tower with ten or more blocks
- ☐ Holds a pencil using a three finger grip
- ☐ Strings small beads

COGNITIVE DEVELOPMENT

- ☐ Draws a person with 2 to 4 body parts
- ☐ Notices weather conditions, and associates these conditions with personal activities (e.g., "It's raining, so we can't go outside and play")
- ☐ Groups objects by category (e.g., animals→sea, river, and land animals)
- ☐ Notices and compares similarities and differences
- ☐ Begins to complete more complex puzzles (e.g., those with more than 10 pieces)
- ☐ Stacks objects in order of size
- ☐ Counts and understands the concept of counting (1 to _)
- ☐ Identifies the next number when given a sequence (e.g., "1,2,3,4,5... what's?")
- ☐ Identifies some words (e.g., friend's name)
- ☐ Enjoys reading and being read to and remember parts of a story (recall events)
- ☐ Joins familiar words into phrases
- ☐ Begins to use descriptive words
- ☐ Names objects based on their description
- ☐ Responds to "who?", "what?" and "where?" questions
- ☐ Responds and follows simple three step directions

SOCIAL/ EMOTIONAL DEVELOPMENT

- ☐ Is assertive about their preferences and expresses them in words and sentences (e.g., "Please, May I...?", "Thank you," "Excuse me")
- ☐ Talks about themselves by using positive words (e.g., I can run fast, I ate all my lunch)
- ☐ Shows awareness of their own feelings and those of others, and talks about feelings, such as being sad, angry, happy or bored
- ☐ Watches other children and joins in their play
- ☐ Takes turns
- ☐ Begins to line up and walk holding their friends' hands
- ☐ Participates in socio-dramatic role play
- ☐ Participates in simple group activities such as singing, clapping or dancing

Outcomes



TEDAKO CDC DEVELOPMENTAL CHECKLIST 4-5 Year Olds

Child's Name: _____

Date of Birth: _____

Assessment Dates: _____

SELF-HELP SKILLS

- ☐ Carries own backpack and water bottle when coming to school and going home.
- ☐ Takes care of their own belongings (e.g., put away towel and toothbrush)
- ☐ Sits and participates in circle time.
- ☐ *Sits through lunch time and finish within the allotted time (goal: 30 minutes)
- ☐ Follows three-step directions (e.g., wash hands, put on a hat, jacket and line up etc.)
- ☐ Dress/change independently (e.g., put on socks, shoes, jacket, etc.)
- ☐ Unbuttons clothing but may still take some time to button clothing.
- ☐ Folds their clothes, put soiled clothes into plastic bags and tie these bags.
- ☐ Goes to the toilet independently (e.g., wipe, change their clothes, etc.)
- ☐ Follows the teachers while walking with a partner.
- ☐ Feeds themselves using utensils.
- ☐ Addresses their own needs. (e.g., need to use the toilet, etc.)
- ☐ Transitions with the group (e.g., clean up, get ready for circle time, etc.)

PHYSICAL DEVELOPMENT (FINE/GROSS MOTOR SKILLS)

- ☐ Hops on one foot and gallop.
- ☐ Controls speed and movement when they are walking or running.
- ☐ Walks smoothly and on a balance beam that is slightly raised from the floor.
- ☐ Holds scissors correctly and able to cut some easy shapes.
- ☐ Has good hand-eye coordination to manipulate pencils to draw simple shapes such as circles, to put a string through beads, to assembling blocks, and to put together simple puzzles (e.g. 40 pieces or more).
- ☐ Holds a pencil with their fingers instead of a fist.

COGNITIVE DEVELOPMENT

- ☐ Interested in stories and is able to respond to relevant comments and questions.
- ☐ Identifies the first sounds in words. (in English)
- ☐ Generally understands past, present, and future tense and able to use them (e.g., talking about their actions yesterday, today and tomorrow) and also understands days and time.
- ☐ Reads some letters.
- ☐ Writes own name by copying it from name card.
- ☐ Counts verbally from 1 to 31 and can visually identify these numbers.
- ☐ *Understands and accurately compare concepts like "many and few, different and same, large and small, long and short, thick and thin, high and low, heavy and light, etc."
- ☐ Identifies the parts of the body used for the five senses (e.g., eyes, ears, mouth, nose and skin) and able to understand how each is used.
- ☐ Includes a face, body, hands and feet when consciously drawing the whole human being.
- ☐ Specifies the type of vegetables, fruit, vehicle, plant or animal by its basic features (e.g., color, size, shape, etc.)
- ☐ Talks about health and safety, knowing the importance of good meals for the health of their body and their ability to exercise.

SOCIAL/EMOTIONAL DEVELOPMENT

- ☐ Waits for their turn and play cooperatively.
- ☐ Shows sensitivity to other's needs and feelings.
- ☐ Expresses their own thoughts and feelings using words.
- ☐ Is conscious of manners and classroom rules and is able to follow rules (e.g., walking in the classroom, putting toys away, etc.)
- ☐ Adjusts their behavior to different situations.

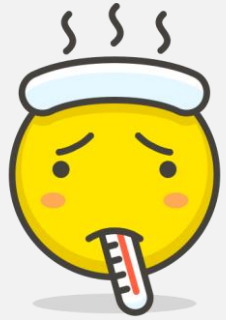


Reminder



Sick Child Policy

<https://groups.oist.jp/cdc/health-and-safety>



Medication Policy

https://groups.oist.jp/sites/default/files/imce/u774/Medication%20Authorization%20Form_0417_EJ-1.pdf



Sun Protection

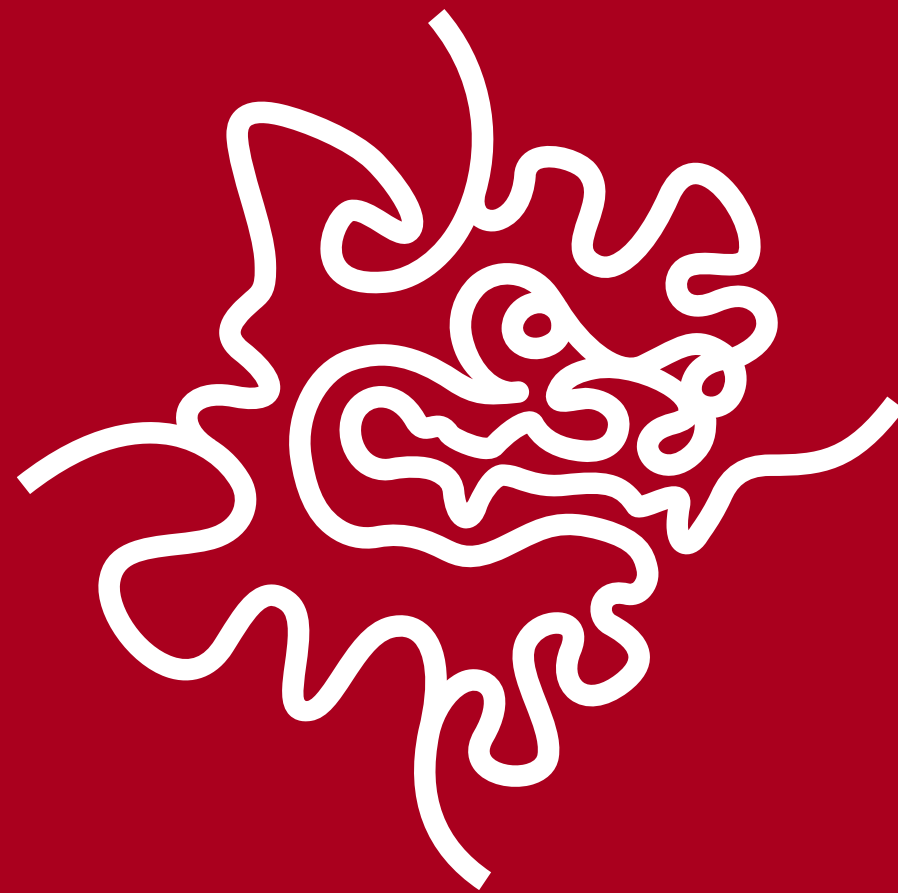
<https://groups.oist.jp/sites/default/files/imce/u372/5.%20Sunscreen%20Authorization%20Form%20%28EJ%29%200514.pdf>



Supervision of Children and Discipline

Guidance and Discipline

- Preschool is an important time for children to learn appropriate behavior in a social or group setting. Teachers will model and teach basic principles such as sharing, personal space, following directions, and respect for others. Our goal is to reinforce your child's positive behavior.
- CDC teachers never use any type of physical punishment or humiliation. The child will only be restrained when it is necessary to protect the safety and health of the child or others.
- If the child's behavior is dangerous to the child or other children, a meeting will be called for teachers, parents, and the Director. This will be an opportunity to discuss any issues surrounding the child's behavior and develop a plan for improvement. If a child needs to be restrained, has repeated aggressive behavior or repeated discipline issues expulsion of children from the CDC pre-school will be at the discretion of the director. Every effort will be made by the teacher and director to work with the children and parents to prevent this.



Thank you!