Welcome CDC Parents and Carers

New Class Orientation

Preschool

2023/2/28

© Okinawa Institute of Science and Technology Graduate University 2020

Meet the Group Leader

Yukiko
yukiko.makishi@oist.jp

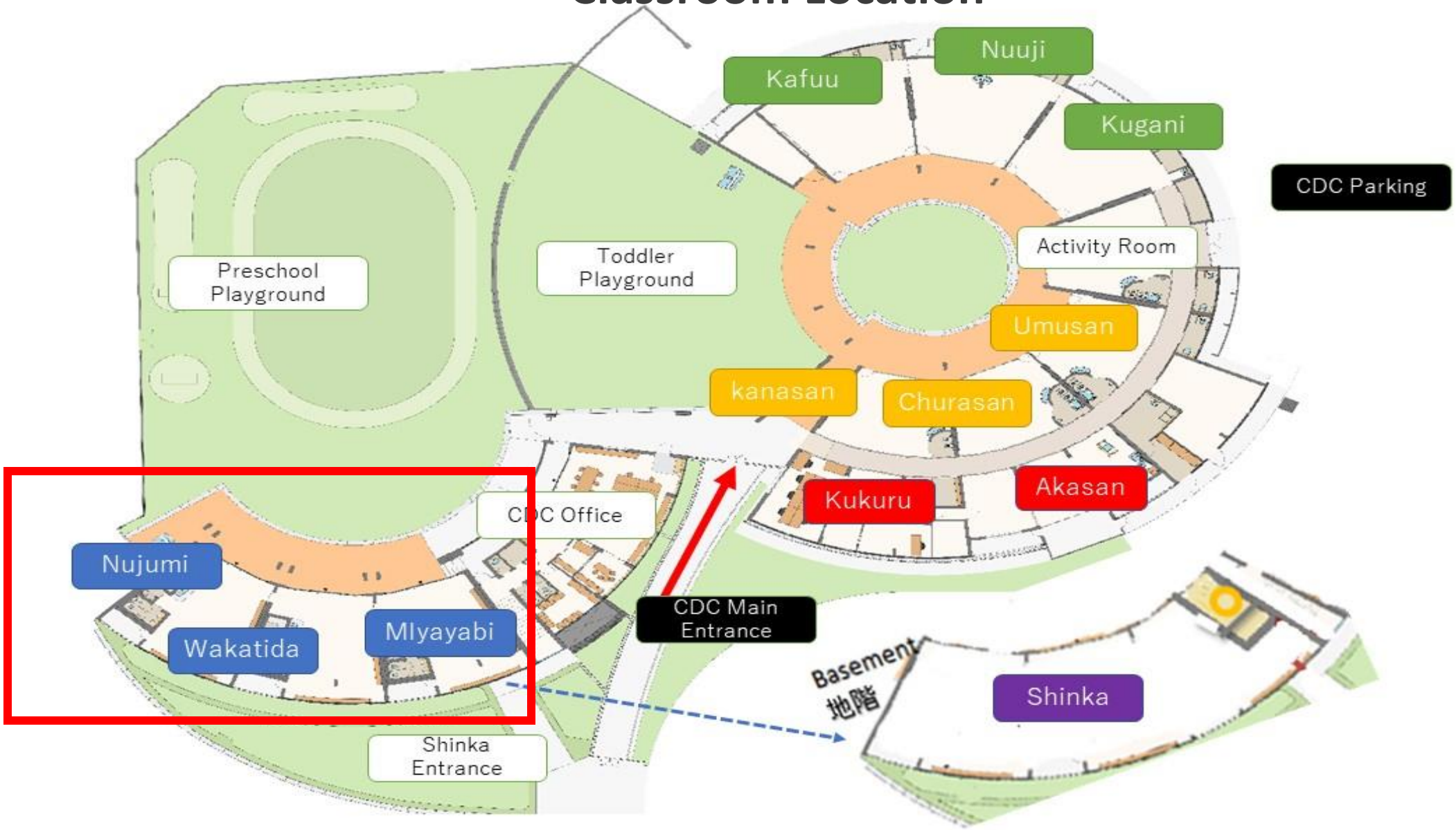
Point of contact for concerns after speaking with the class teacher.

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.

© Okinawa Institute of Science and Technology Graduate University 2020

Classroom Location



© Okinawa Institute of Science and Technology Graduate University 2020

Overview of Class

- School Year 2023: April 1, 2023 - March 31, 2024.
- Ratio = 1 teacher to 20 children (Legal ratio)
- Each classroom has 3 teachers (English Lead, Japanese Lead, and Support Staff)

© Okinawa Institute of Science and Technology Graduate University 2020

Classroom Set Up

© Okinawa Institute of Science and Technology Graduate University 2020

Developmental Milestones: 3-4 years

Cognition	Social Emotional	Language	Motor
• They can close attention to stories and make remarks related to the story. • They can sort things by color, size, or shape. • They know or can identify basic shapes-circle, triangle, square. • They like to create nonsense words and sayings. • Near the end of their fourth year, they can name 18-20 capital letters and write them. They also can print their name and identify a few printed words. • They can count up to 20. • Some may be able to start reading a basic books with a few words on each page.	• They can understand the idea of taking turns, but they do not always do it. • They play alongside with other children and may join in other children's play. • They have a strong desire to do things independently. • Peer group are closer, and children this age may develop a favorite friend. • They may demonstrate and practice more self-care skills. • They become more cooperative with peers, especially in group activities, but they also show increased self-centeredness and fail to wait for their turn. • They like to pretend they are other people and to play dress-up.	• Their speech is far more understandable. • Not only is speech clearer, but you will notice greater detail in their questions. • They start to use verbs properly in the past tense such as " I went to the park." • They can talk about things, people, and activities not currently happening. • They respond appropriately with solutions when asked about what to do if they are sleepy, thirsty, or tired.	• They have greater gross motor skills, For instance, they can stand briefly on one foot, kick a large balls, throw overhand, play catch with a large ball. • They have improved fine motor skills. For instance, they are better able to hold crayons and markers and can stack eight or more blocks. • They can feed themselves with a spoon and fork. • They can use the bathroom by themselves.

© Okinawa Institute of Science and Technology Graduate University 2020

Developmental Milestones: 3-4 years

How do we measure child development?

- At Tedako CDC we use child development checklists to measure your child's progression. Children grow and meet milestones at their own pace, but checklists can provide a guideline for typical growth and development.
- It's important to note that we don't use developmental checklists as diagnostic tools. Instead, if your child has not met a developmental milestone, this information is a clue that it's time to talk to a healthcare provider. A specialist may be able to offer more detailed assessments of your child's particular development.

What are developmental delays?

- Developmental delays refer to areas where children have not gained the skills that we expect children of their age to have. We may notice delays in any developmental areas, including ones that affect:
- Cognitive skills, such as problem-solving.
- Communication skills.
- Fine motor skills.
- Social skills.
- Speech and language.

© Okinawa Institute of Science and Technology Graduate University 2020

Developmental Milestones: 3-4 years

What are the signs of developmental delays?

- Signs of developmental delays can vary significantly. Sometimes, you may notice signs of a delay during infancy. Or symptoms may not show up until a child is school age.
- Some of the most common signs of developmental delays can include:
- Difficulty communicating, talking or fitting in socially.
- Problems with connecting actions to consequences.
- Inability to perform everyday tasks without help, such as getting dressed or using the bathroom.
- Trouble remembering instructions.
- Learning challenges in school.

© Okinawa Institute of Science and Technology Graduate University 2020

Developmental Concerns

If your child's teacher are concerned about your child development, he/she may recommend a developmental evaluation. This evaluation can involve specialists such as a:

- Child psychologist.
- Developmental pediatrician (doctor who specializes in child development).
- Neurologist.
- Occupational therapist.
- Speech-language pathologist.
- Physical therapist.
- An evaluation may include observed playtime, structured tests and parent questionnaires. The results can determine if your child could benefit from special interventions or therapies.

© Okinawa Institute of Science and Technology Graduate University 2020

Developmental Concern Resources for Parents

Okinawa Prefecture Developmental Disability Support Center Gjyumaru provides useful information about developmental concerns.

- 沖縄県発達障がい者支援センター がじゅま～る (okinawa-gajyumaru.jp)

- 沖縄県 発達障がい児（者）の診療等を行っている医療機関リスト (okinawa-gajyumaru.jp) (List of Developmental pediatrician)

- リーフレット【英語版】(okinawa-gajyumaru.jp) (English)
- ShisaCare – Service (Speech therapy, Occupational therapy, ABA therapy)

**We are not affiliated with any organization mentioned above.*

© Okinawa Institute of Science and Technology Graduate University 2020

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			

© Okinawa Institute of Science and Technology Graduate University 2020

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

© Okinawa Institute of Science and Technology Graduate University 2020

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

© Okinawa Institute of Science and Technology Graduate University 2020

Lesson Plan

6	OIST	Tedako CDC Weekly Plan てだこCDC・週間保育計画	1	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					

© Okinawa Institute of Science and Technology Graduate University 2020

Tedako CDC: What is Phonics?

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.

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.

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.

Today is Thursday
the 18th
of February in

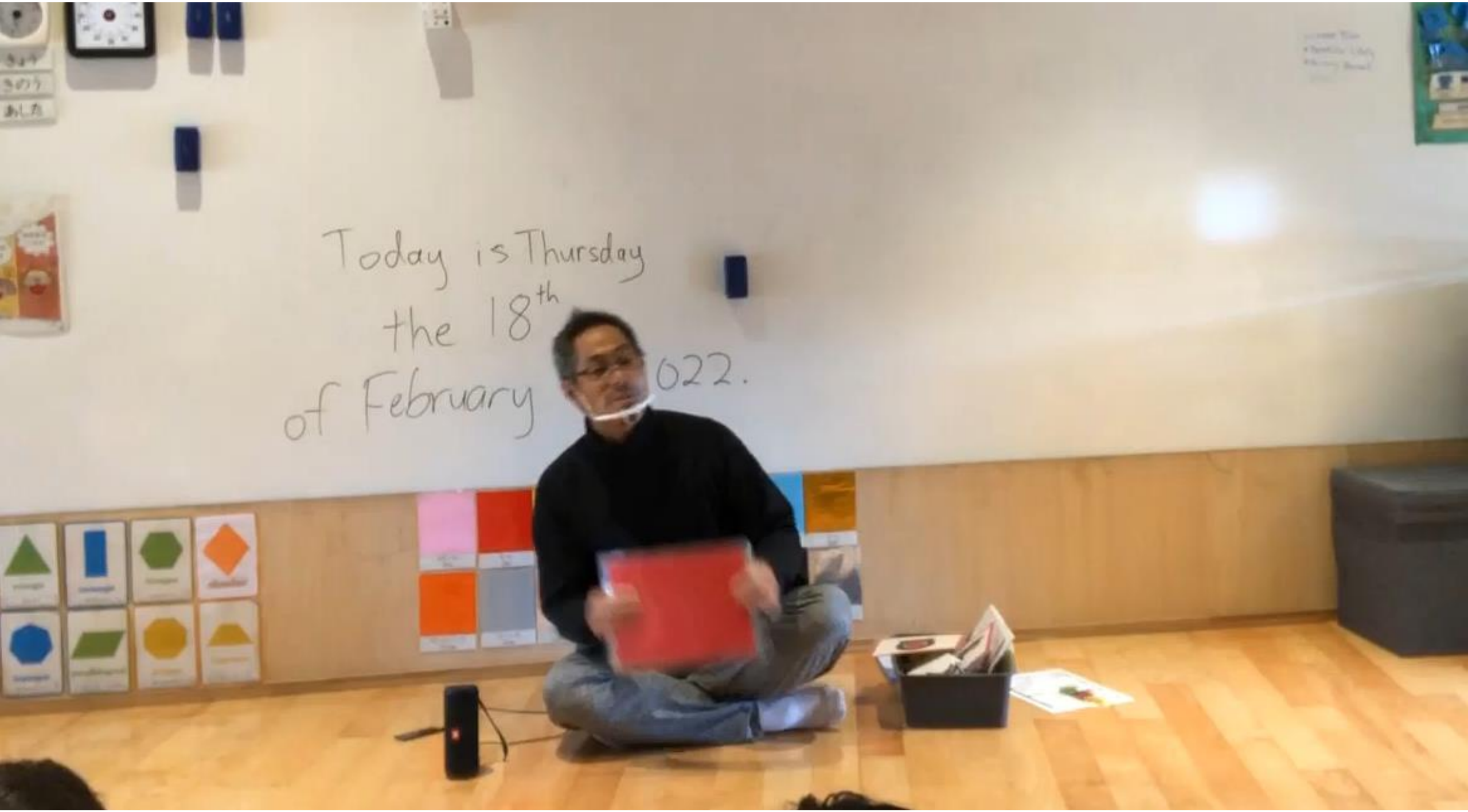
In Practice

Singing the song.

Today is Thursday
the 18th
of February in

In Practice

Learning the vocabulary.


Today is Thursday
the 18th
of February 022.

In Practice

Decoding CVC words.

Today is Thursday
the 18th
of February in 20
C
P

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.

© Okinawa Institute of Science and Technology Graduate University 2020

Daily Schedule- Nujumi Class

Nujumi Class Daily Schedule
ぬじゅみクラス　一日のスケジュール

8:00	~	9:30	Arrival &Temperature Check &Toileting & Handwashing / Child Initiated Play	登園・検温・排泄・手洗い・自由遊び
9:30	~	9:50	Handwashing & Temperature Check & Morning Snack	手洗い・検温・おやつ
10:00	~	10:30	Morning Circle Time	朝のサークルタイム
10:30	~	10:45	Toileting & Handwashing Transition to Outside	排泄・手洗い・戸外遊び準備
10:45	~	11:15	Outside Play* & Transition to Inside	戸外遊び*
11:15	~	11:50	Lunch	食事
11:50	~	12:00	Toileting & Handwashing	排泄・手洗い・午睡準備
12:00	~	14:30	Naptime Prep & Rest Time	午睡
14:30	~	15:00	Transition from Rest Time & Toileting & Handwashing	午睡片付け、排泄・手洗い
15:00	~	15:30	Table Activities	テーブルでの活動
15:30	~	16:00	Handwashing & Temprerature Check Afternoon Snack	手洗い・検温・おやつ
16:00	~	16:30	Good-bye Circle Time & Transition to Outside	帰りの会（振り返り）・屋外遊び準備
16:30	~	17:15	Outside Play*	戸外遊び*
17:15	~	17:30	Toileting & Handwashing	排泄・手洗い
17:30	~	18:00	Child Initiated Play or Outside Play *& Departure	自由遊び又は戸外遊び*・降園

*Gross motor activity or alternative activities will be offered as needed when outside play is not available.
The outside play time may vary when waterplay is implemented.
*外遊びができない場合、粗大運動などの活動を提供します。また、水遊びを行う際は外遊びの時間に変更がある場合があります。

© Okinawa Institute of Science and Technology Graduate University 2020

Daily Schedule- Wakatida Class

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

Wakatida Class Daily Schedule
わかていだクラス　一日のスケジュール

8:00	~	9:20	Arrival & Temperature Check &Toileting & Handwashing / Child Initiated Play	登園・検温・排泄・手洗い・自由遊び
9:20	~	9:45	Toileting & Handwashing & Morning Snack	排泄・手洗い・おやつ
9:45	~	10:10	Morning Circle Time	朝のサークルタイム
10:10	~	10:15	Temperature Check &Toileting & Handwashing & Transition to Outside Play	検温・排泄・手洗い・戸外遊び準備
10:15	~	10:40	Morning Outside Play*	戸外遊び*
10:40	~	10:50	Transition to Inside and Toileting & Handwashing	片付け、排泄・手洗い
10:50	~	11:20	Teacher Directed Activity	設定保育
11:20	~	12:00	Handwashing & Lunch	手洗い・食事
12:00	~	12:30	Toileting & Handwashing & Naptime Preperation	排泄・手洗い・午睡準備
12:30	~	14:30	Nap/Rest Time	午睡
14:30	~	14:45	Transition from Rest Time and Toileting & Handwashing	午睡片付け、排泄・手洗い
14:45	~	15:15	Table Activities & Temperature Check	テーブルでの活動・検温
15:15	~	15:45	Handwashing & Afternoon Snack & Clean up	手洗い・おやつ・かたづけ
15:45	~	16:15	Good-bye Circle Time	帰りの会（振り返り）
16:15	~	16:25	Toileting & Handwashing	排泄・手洗い
16:25	~	17:00	Child Initiated Play	自由遊び
17:00	~	17:15	Clean up & Transition to Outside Play	かたづけ・戸外遊び準備
17:15	~	18:00	Outside Play* & Departure	戸外遊び*、降園

*Gross motor activity or alternative activities will be offered as needed when outside play is not available.
The outside play time may vary when waterplay is implemented.
*外遊びができない場合、粗大運動などの活動を提供します。また、水遊びを行う際は外遊びの時間に変更がある場合があります。

© Okinawa Institute of Science and Technology Graduate University 2020

Daily Schedule- Miyarabi Class

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

Miyarabi Class Daily Schedule
みやらびクラス　一日のスケジュール

8:00	~	8:50		Arrival & Temperature Check & Handwashing & Child Initiated Play	登園・検温・排泄・手洗い・自由遊び
8:50	~	9:00		Toileting & Handwashing	排泄・手洗い
9:00	~	9:30		Morning Snack & Toileting	おやつ・手洗い
9:30	~	10:00		Transition to Outside & Outside Play*	屋外遊び準備・屋外遊び*
10:00	~	10:30		Transition to Inside & Morning Circle Time	片付け、朝のサークルタイム
10:30	~	10:50		Teacher Directed Activity & Temperature Check	設定保育・検温
11:00	~	11:20		Nature Walk	おさんぽ
11:20	~	11:30		Toileting & Handwashing and Transition to Lunch	排泄・手洗い・食事準備
11:30	~	12:00		Lunch	食事
12:00	~	14:30		Toileting & Handwashing & Naptime	排泄・手洗い・午睡
14:30	~	15:00		Transition from Rest Time and Toileting & Handwashing	午睡片付け、排泄・手洗い
15:00	~	15:25		Afternoon Circle Time	午後のサークルタイム
15:25	~	15:45		Handwashing & Afternoon Snack	手洗い・おやつ
15:45	~	16:15		Temperature Check&Transition to Outside & Outside Play*	検温・屋外遊び準備・屋外遊び*
16:15	~	16:35		Transition to Inside, Toileting & Handwashing	排泄・手洗い・午睡
16:35	~	17:00		Book Time/ Table Activity	読書タイム・テーブル活動
17:00	~	17:30		Child Initiated Play	自由遊び
17:30	~	18:00		Table Activities* &Toileting & Handwashing and Departure	テーブルでの活動又は戸外遊び*・排泄・手洗い・降園

*Gross motor activity or alternative activities will be offered as needed when outside play is not available.
The outside play time may vary when waterplay is implemented.
*外遊びができない場合、粗大運動などの活動を提供します。また、水遊びを行う際は外遊びの時間に変更がある場合があります。

© Okinawa Institute of Science and Technology Graduate University 2020

Supply List

Miyarabi, Wakatida, Nujumi Class

Everyday

- □ Bag or backpack
- □ Water bottle with strap
  (Water or non-caffeine tea only)
- □ Lunch (if not ordered)
- □ Plastic bags for soiled clothing
- ~~□ Loop towel (for hands)~~
- ~~□ Toothbrush with a cap/ holder (No toothpaste)~~
- ~~□ 1 Wet towel with case~~

~~※Put your child's toothbrush and hand towel set in a bag with loop~~

On Monday

- □ Nap Set

Keep at School

- □ Adult T-shirts for art and craft
- □ 3 extra clothes & underwear
- □ Wipes for Toileting (1 pack) as needed
- □ Jacket (Fall & Winter)
- □ Hat
- □ Sunscreen (No aerosol)
- □ ~~Toothbrush~~

Optional

- □ Indoor shoes
- □ sunglasses
- □ Chopsticks
- □ Colored pencil set
- □ Kids Scissors
- □ Beginners pencils
- □ Crayons
- □ Pencil case

Water play during June-September

- □ Swimsuit
- □ Towel
- □ Set of clothes and underwear for after water play
- □ Plastic bag

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

© Okinawa Institute of Science and Technology Graduate University 2020

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 intaractive 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ー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。

© Okinawa Institute of Science and Technology Graduate University 2020

Pick Up and Drop Off Routine

Morning Drop Off

- Sign in on a class tablet
- Class teacher takes child temperature
- Quick goodbye
- Please drop off between 8:00-9:30
- Drop-off during nap/ rest time is discouraged

Afternoon Pick Up

- Sign out on a class tablet
- Please watch children after pick up
- Late fee for pick up after 6pm

© Okinawa Institute of Science and Technology Graduate University 2020

Preschool Morning Routine

We use a morning routine to support independence in children. Upon arrival, your child will follow the morning routine on their own.

- Take off and put away their shoes in the assigned shoe box
- Place their water bottler in the appropriate basket or the assigned table
- Place their backpack in the assigned cubby
- Wash hands

© Okinawa Institute of Science and Technology Graduate University 2020

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

© Okinawa Institute of Science and Technology Graduate University 2020

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

© Okinawa Institute of Science and Technology Graduate University 2020

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.

© Okinawa Institute of Science and Technology Graduate University 2020

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

© Okinawa Institute of Science and Technology Graduate University 2020

Supervision of Children and Discipline

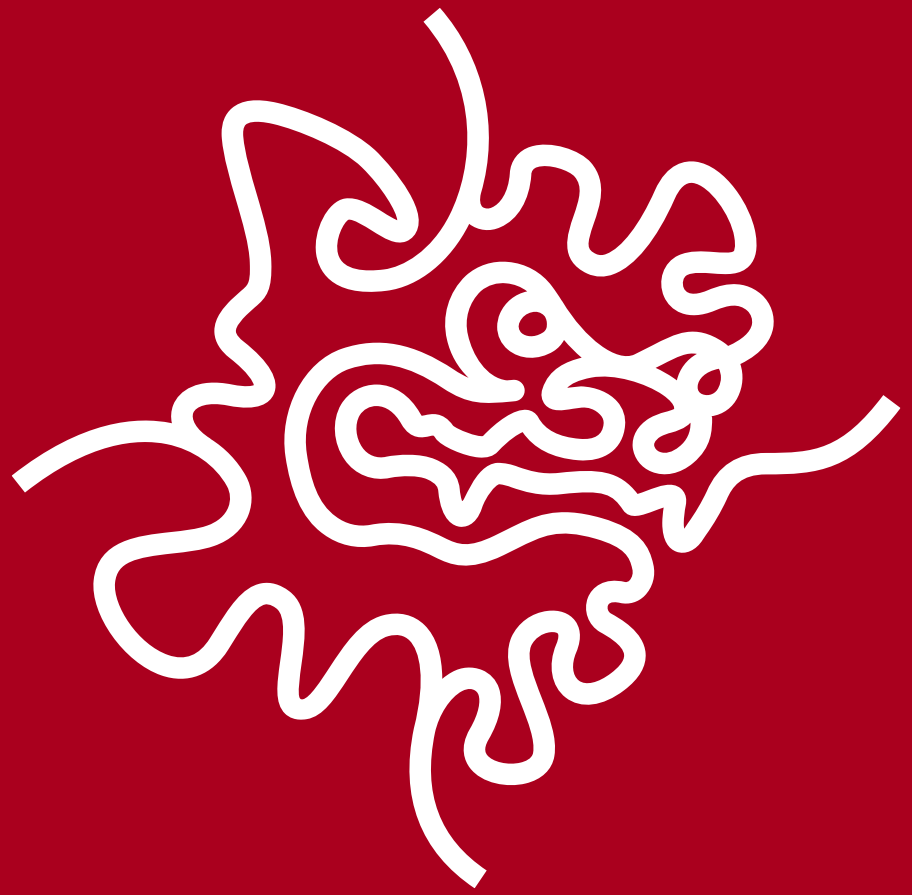
Guidance and Discipline

- 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.

© Okinawa Institute of Science and Technology Graduate University 2020



Thank you!