



Welcome CDC Parents and Carers

New Class Orientation

Shinka

2023/2/28





Meet the Group Leader



Yukiko
yukiko.makishi@oist.jp

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

Creates shifts and covers the classroom when class teachers are on leave.

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



Overview of Class

Shinka

The age range for the children in the Shinka class is 5-6. The capacity for the classroom is 36. We are expecting 22 children in the Shinka class this coming year. The classroom has 3 full time teachers and 1 part time support staff.

In Shinka Class, we strive for balance between play- based learning and the National Curriculum Standard for Kindergarten, Ministry of Education, Culture, Sports, Science and Technology.

[幼稚園教育要領（平成29年3月告示）英語版（仮訳）\(mext.go.jp\)](https://www.mext.go.jp)

The National Curriculum Standard for Kindergarten by Ministry of Education, Culture, Sports, Science and Technology. has a formal definition of kindergarten readiness and the domains of child development. It's intended for teachers.



What is School Readiness?

School readiness is a way to describe the things a child should know and be able to do when they start elementary education. These skills and abilities are related to different areas of child development including:

- Health and motor skills
- Social and emotional development
- Language skills
- Approaches to learning
- General knowledge



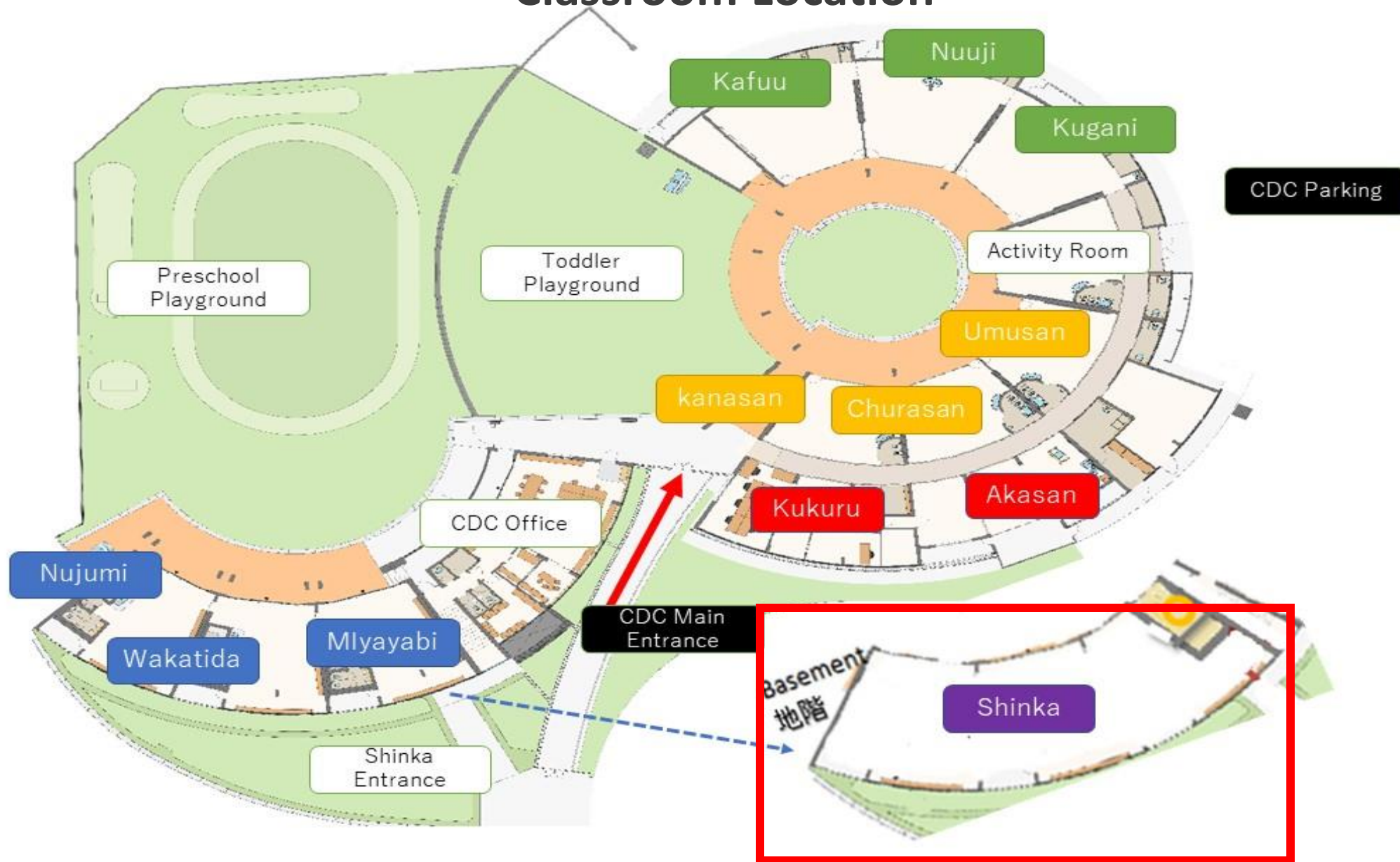
What is School Readiness?

- Language and early literacy skills (like vocabulary and how to handle books)
- Self-control
- Listening skills (involves lots of listening)
- Focus
- Persistence
- Following directions
- Fine motor skills (to hold writing tools or use scissors)
- Writing their name
- Counting to at least 1 to 10
- Bathroom skills (going by themselves, washing their hands, how to blow their nose and sneeze into their elbow, etc.)
- Sharing and taking turns
- Being a friend
- Independence
- Curiosity

A lot of these are social emotional skills. Knowing their letters and numbers is helpful, but these skills that are most important for success in school and in life.



Classroom Location





Classroom Set Up





Classroom Set Up





Classroom Set Up





Developmental Milestones: 5-6 years

Cognition	Social Emotional	Language	Motor
<ul style="list-style-type: none">• They begin to understand the concept of time, and some begin to tell time.• They understand what a calendar is.• They may be able to identify all of the letters in the alphabet.• They begin to understand cause and effect relationships	<ul style="list-style-type: none">• They are able to share, take turns, and play in groups.• They usually comply with requests and follow instructions.• They are better at controlling their emotions.• They may practice skills in order to become better.• They play in ways that includes a lot of fantasy and imagination.• They still want their parents to play with them. Parents are their main source of companionship and affection. A gradual shift begins, though to fulfilling more of these needs with friends and other people they admire, such as teachers.	<ul style="list-style-type: none">• They can retell a story while following along with pictures in a book.• They can use irregular verbs in the past tense, such as went, caught, and swam.• They are now speaking much more clearly than before and will talk in full sentences, with a strong vocabulary of around 2000 or more words.• They will start reading simple picture books.	<ul style="list-style-type: none">• Advanced fine motor skills enable them to copy shapes and letters, cut with scissors better, and start to color within the boundaries of a coloring book picture.• Their gross motor skills advance: they can tumble, skip, changing their feet, and easily catch a ball.• By this age, a child has a dominant hand.• They can dress themselves, although they may still need some help with difficult buttons or laces.



Developmental Milestones: 5-6 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.



Developmental Milestones: 5-6 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.



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.



Developmental Concern Resources for Parents

Okinawa Prefecture Developmental Disability Support Center Gjumaru 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 \(okinawa-gajyumaru.jp\)](http://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 \(okinawa-gajyumaru.jp\)](http://okinawa-gajyumaru.jp) (List of Developmental pediatrician)
- [リーフレット【英語版】 \(okinawa-gajyumaru.jp\)](http://okinawa-gajyumaru.jp) (English)
- [ShisaCare – Service](#) (Speech therapy, Occupational therapy, ABA therapy)

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



About Shinka Class

Circle Time:

Circle time is a when the children and their teacher talk about the theme of the week and any special events that may be taking place on that day or in the days to come. The children will also have a chance to speak freely in an open discussion time. This time allows the teacher to work with the children on their speaking and listening skills. During circle time, children also learn about the days of the week, months of the year, seasons, counting, etc. These areas will be taught using songs and interactive games. There will be both English and Japanese circle time every day.

Group Activity:

Each day the children will have two group activity times, once in English and again in Japanese. The activities will usually be different. Activities include, but are not limited to arts and crafts, songs, dance, indoor/outdoor games, and story time.

Centers

During centers, your child will have a chance to learn independently. This playtime is structured around our educational focus of the week. Some centers are play based and some are academic. Kindergartners need to work on social skills and explore the world around them. This means getting along with others, sharing, and interacting in small groups. During center time is when the teacher will work one on one with students if needed.



About Shinka Class

Math

We will use a hands-on approach to math, which enables children to use all learning techniques through well-thought-out lessons. We will begin with number knowledge and basic concepts. Manipulatives, games, and songs will be used. We would like the children to be able to use their five senses when learning about math. Students are encouraged to explore different ways to think out each problem as well as different ways to record the problem. As the year progresses, simple addition and subtraction will be introduced, as well as learning how to read the clock and tell time.

Science

We will engage in a variety of age-appropriate STEM related activities in the Shinka Class. STEM is based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — STEM integrates them into a cohesive learning paradigm based on real-world applications.

The Shinka Class will also integrate science and nature through outdoor activities like nature walks, lizard hunts, and gardening to name a few.



About Shinka Class

Social Studies

Learning about Japanese culture is also part of our social studies curriculum. Undokai, Muchi making, Tanabata and observing Cherry blossoms in the spring around the campus are traditional Japanese events that your child will participate in.

Okinawa has a culture that developed independently from mainland Japan. This culture has been passed down from generation to generation. We consider Okinawa your child`s hometown and believe that by learning about the unique Okinawan culture, your child will not only have great memories of growing up on this beautiful island but will also connect with the cultural identity of this special place. To keep these traditions alive and open to your child`s world, your child will learn about Okinawan specific language, games, music, and dance.

Art

Tedako CDC offers a variety of mediums for the children in their classroom art centers, such as construction paper, tapes, scissors, crayons, markers, stencils, paint and glue. We set up our art center nearby a table, so the children can paint, draw, and color easily. The purpose of the art center is for the children to be creative with their own art, and to enhance their imaginations through open-ended art. Teachers will also direct art and craft projects based on the learning themes. These will include Painting, Creative drawing, Collages, Printmaking, 3-D Art and sculpture, water coloring, artful science, play dough, clay and other dough, nature art, and recycled art.



About Shinka Class

Music and Movement:

Songs, finger plays, and dances are used during circle time, group activities, and in preparation for special events such as our Barnyard Dance, Winter Concert, Undokai, and the Graduation Ceremony. When possible, we arrange for children to see live musicians play. OIST hosts many musical events and invites professionals to play. When possible, we arrange for the children to sit in on live performances. We also have many musically talented members of our community, including many of the teachers at the CDC who play for our classes. There is also a music center in the classroom that is equipped with various musical instruments.

Outdoor play

Gross motor and outdoor play is very important for young children and we go outside for play two times each day unless there is lightning, or it is raining hard. If the temperature is warm and there are, only a few sprinkles the children will go outside. In the summer and winter months we will follow the chart set by Tedako CDC regarding appropriate temperatures to be outside in. Your child will need to always dress appropriately for the weather. No children stay inside unless they have a doctor's note. Tedako CDC requires that each child have a sun hat. This will protect the children from the sometimes-intense Okinawa sun. We also ask that sunscreen be provided, especially during April-October. During the summer months, we will have water play days.



About Shinka Class

Reading

The both English and Japanese reading programs will sometimes use leveled, guided readers. These readers start from very basic sight words and encourage the children to become proficient readers in the both English and Japanese language. **We also ask that you set aside the time to read to your child every day for at least 15 minutes. This is important for their literacy development.** However, which language they read, or you read to them in is not important. We are striving to create a love for reading and an importance of literature.

Writing

Throughout the year, we will focus on different letter formation, number formation, name formation, and if the children are ready, sentence structure. The children will be given various writing activities such as daily journals, along with two independent learning centers, which target writing. The centers will help them master this skill.



About Shinka Class

Phonics

Phonics will be taught daily as a part of English circle time.

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 pictures, symbols and print. The Shinka classroom environment 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.

Japanese hiragana recognition and sounds will also be taught daily through reading time, songs and conversations. Once Hiragana has been mastered, the children will begin to learn Katakana.



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								
	April				May				June				July				
E: English J: Japanese	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E	J	J
Date	5-	12-	19-	26-	6,7,10-	17-	24-	31-	7-	8-	14-	21-	28-	5-	12-	20-	26-
Shinka	Class room Rules Maners		All About me		My Family		My World My community		Teamwork, Working Together		Nature		Water		Sea Animals		Summer

	Summer					Fall													
	August					September				October				November					
E: English J: Japanese	E	E	J	J	E	J	J	J	E	E	J	J	E	E	J	J	E	E	
Date	2-	9-	16-	23-	30-	6-	13-	21-	27-	4-	11-	18-	25-	1-	8-	15-	22-	29-	
Shinka	Summer	Animals (Mammals)		Insects		Lifecycles		Fall/ Trees		Transportation		On the Farm		Food and nutrition		Helth & Safety		Music	

	Winter												Spring					
	December				January			February					March					
E: English J: Japanese	J	J	E	E	J	J	E	E	J	J	E	E	J	J	E	E		
Date	6-	13-	20-	27-	12-	18-	25-	1-	8-	15-	22-	1-	8-	15-	22-	29-		
Shinka	Music	Winter		Space		Dinosaur		Birds Reptiles		Friendship		Sports		Spring				



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

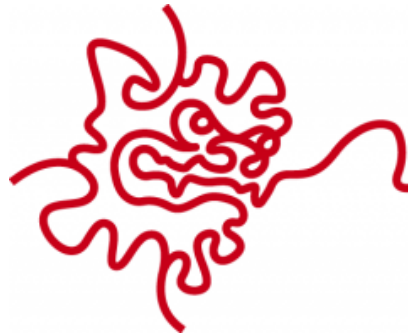
Design their own
Passport



Lesson Plan

6		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									

Tedako CDC: What is Phonics?



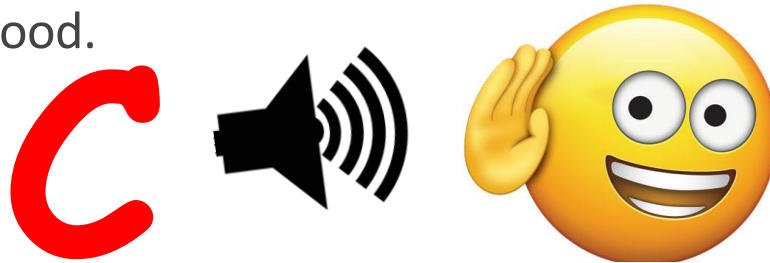
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What is Phonics?

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.



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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.

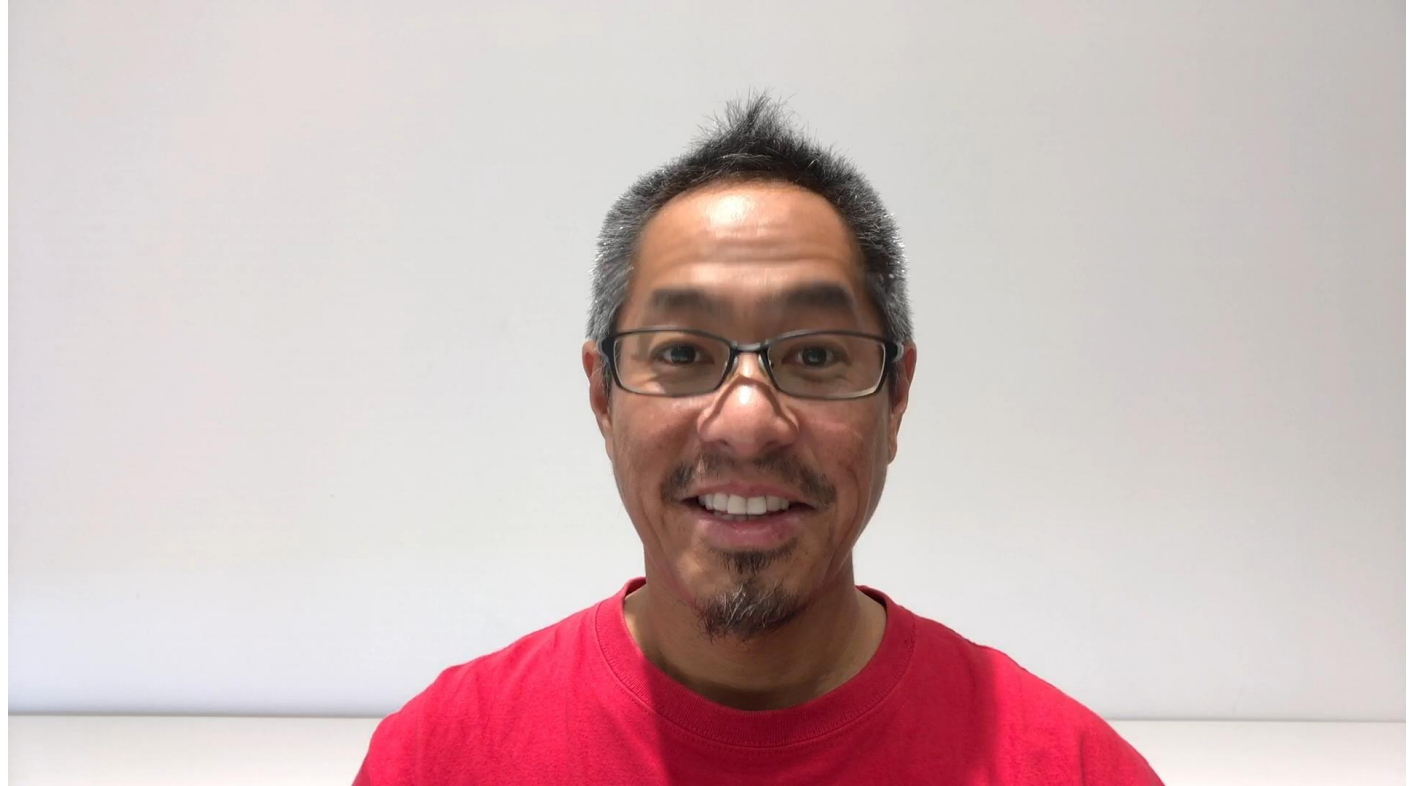


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Meet Clever Cat

She says “c”



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Initial Learning Outcomes

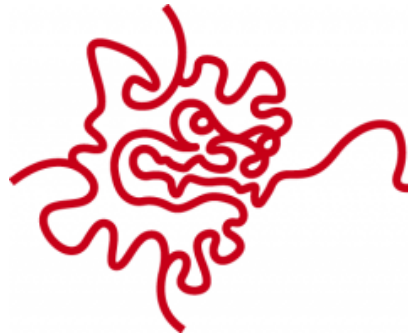
The initial learning outcomes are for the children to:

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.



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.



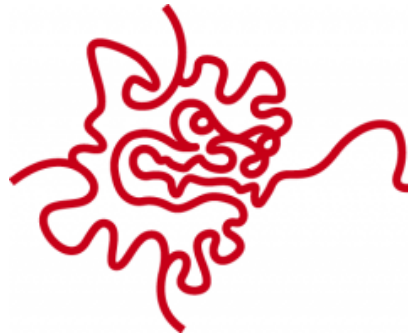
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Examples in the Classroom

Let us watch some videos of teaching in the classroom.

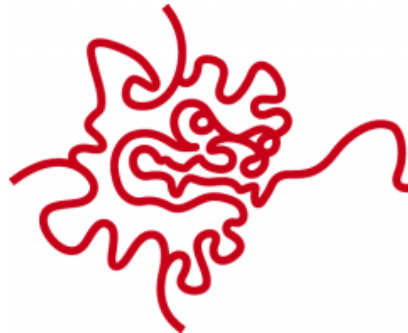
Please note these videos are from a different class of a different level at a different time of the year and may not reflect what your children are doing in their class. Also, many of the lessons now happen in blended learning environments with children at home learning online at the same time as children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

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



In Practice

Introducing the character, sound and action.



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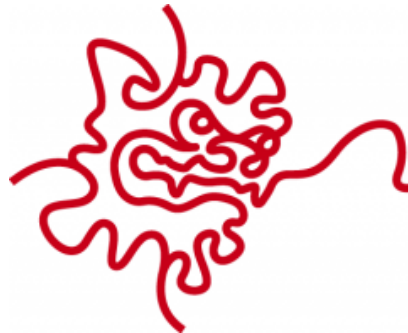


Today is Thursday
the 18th
of February in 2022.



In Practice

Singing the song.



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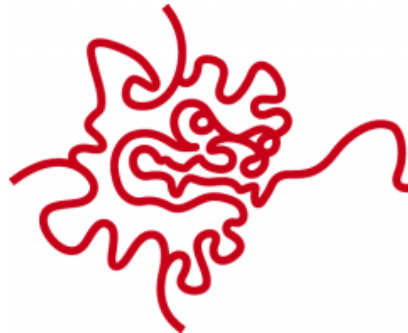


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In Practice

Learning the vocabulary.



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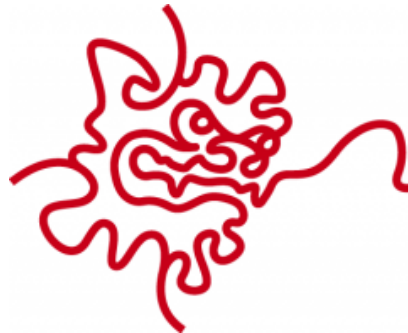


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the 18th
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In Practice

Decoding CVC words.



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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!



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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

Afternoon Pick Up

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



Shinka 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
- Practice writing their name and calendar



Daily Schedule



OIST

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Shinka Class Daily Schedule しんかクラス 一日のスケジュール

8:00	～	9:20	Check & Handwashing & Name Writing & Child Initiated Play	登園・検温・手洗い・お名前練習・自由遊び
9:20	～	9:30	Clean up & Toileting & Handwashing	片付け・排便・手洗い
9:30	～	10:00	Morning Snack	おやつ
10:00	～	10:30	Morning Circle Time	朝のサークルタイム
10:30	～	11:15	Meet with Small Groups*1) & Child Initiated Play & Temperature Check	小グループでの活動*1)・自由遊び・検温
11:15	～	11:30	Clean up & Toileting & Handwashing	片付け・排便・手洗い
11:30	～	12:15	Outdoor Play	戸外遊び
12:15	～	12:30	Toileting & Handwashing and Transition to Lunch	排便・手洗い・食事準備
12:30	～	13:15	Lunch	食事
13:15	～	13:30	Clean up Lunch & Bathroom & Book Time	片付け・排便・手洗い・読書
13:30	～	14:30	Unstructured Free Play & Clean up & Temperature Check	自由遊び・片付け・検温
14:30	～	14:45	Transition to Outside	戸外遊び準備・移動
14:45	～	15:30	Outdoor Play	戸外遊び
15:30	～	15:45	Transition to Inside, Toileting & Handwashing	戸外遊びから移動・排便・手洗い
15:45	～	16:00	Afternoon Snack	午後のおやつ
16:00	～	16:30	Goodbye Circle Time	帰りの会サークルタイム
16:30	～	18:00	Unstructured Free Play	自由遊び

*1) This will be on-going throughout the day. The class is split into small groups for more focused study times. English and Japanese teachers will be meeting with groups during this time. Groups who are not meeting with teachers will be participating in child initiated play. The groups will rotate from inside to outside throughout the morning.

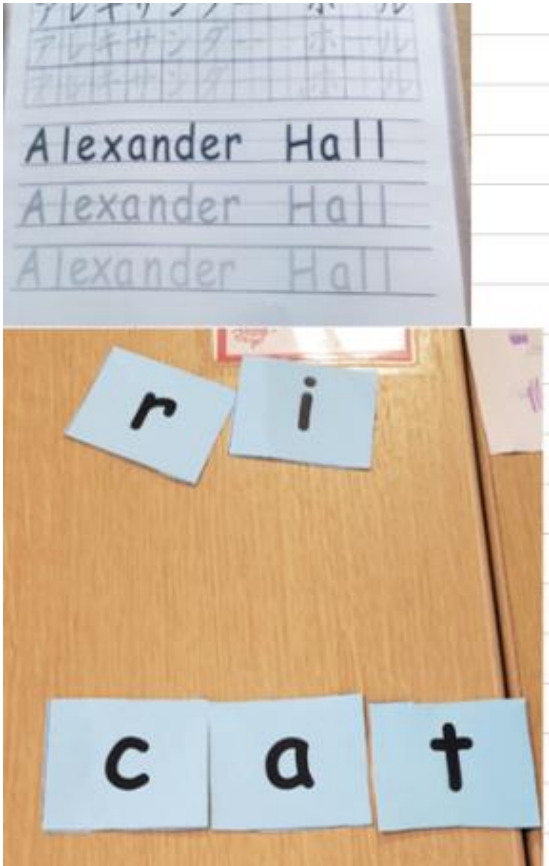
*1) この活動は終日継続して行います。集中して学習するため、小グループで活動し、英語と日本語の先生がグループごとに活動を行います。その他の



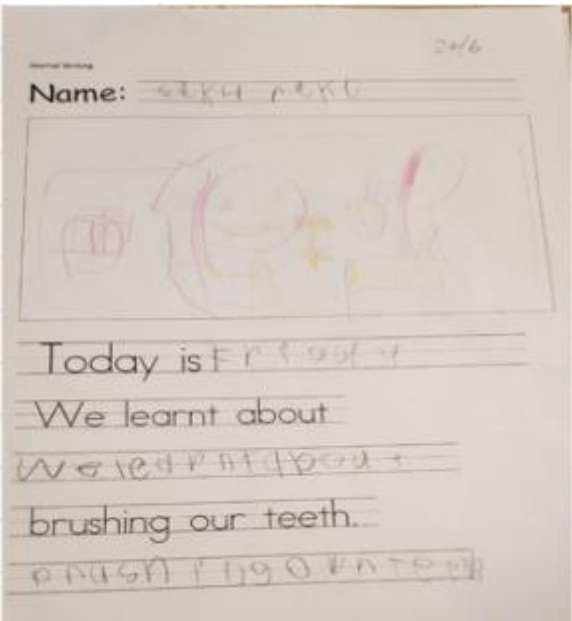
During Small Group Activities



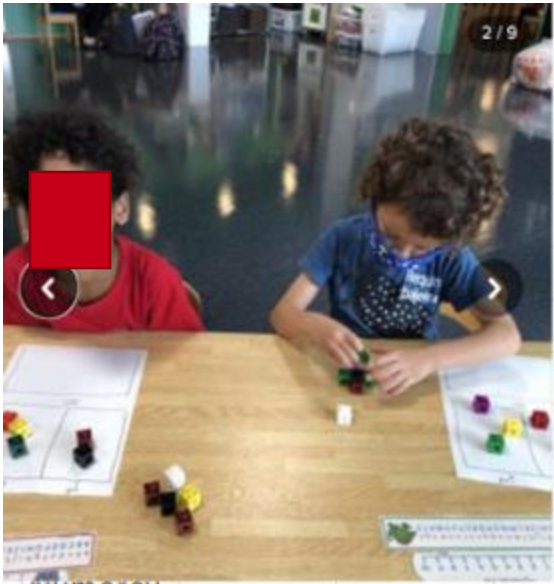
Journal Writing in Japanese



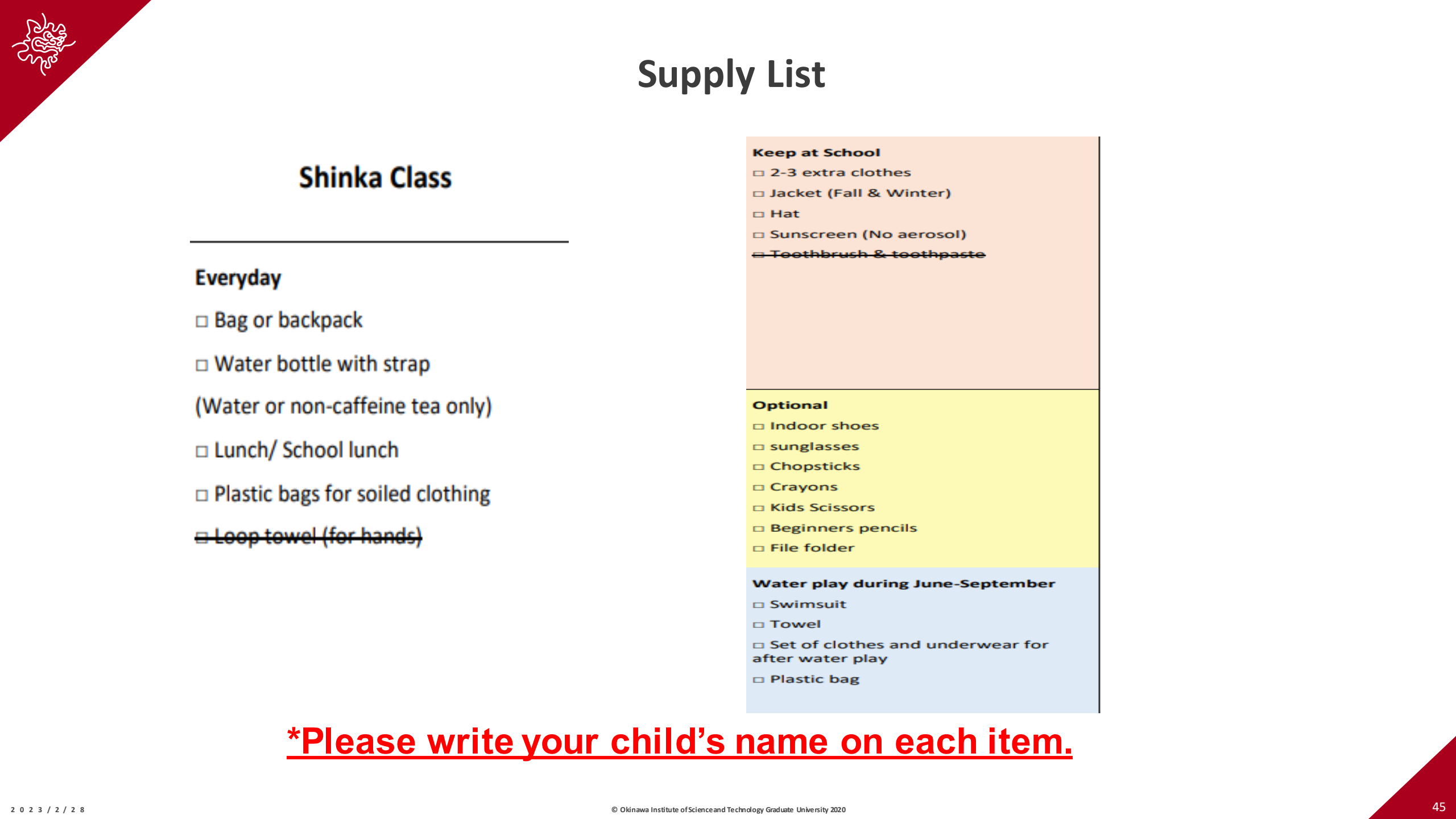
Name Writing / Sight words



Journal Writing in English



Numeracy Activity



Supply List

Shinka Class

Everyday

- ☐ Bag or backpack
- ☐ Water bottle with strap
(Water or non-caffeine tea only)
- ☐ Lunch/ School lunch
- ☐ Plastic bags for soiled clothing
- ☐ ~~Loop towel (for hands)~~

Keep at School

- ☐ 2-3 extra clothes
- ☐ Jacket (Fall & Winter)
- ☐ Hat
- ☐ Sunscreen (No aerosol)
- ☐ ~~Toothbrush & toothpaste~~

Optional

- ☐ Indoor shoes
- ☐ sunglasses
- ☐ Chopsticks
- ☐ Crayons
- ☐ Kids Scissors
- ☐ Beginners pencils
- ☐ File folder

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.**



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



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.

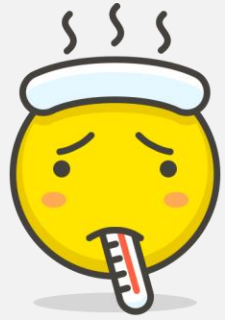


Reminder



Sick Child Policy

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



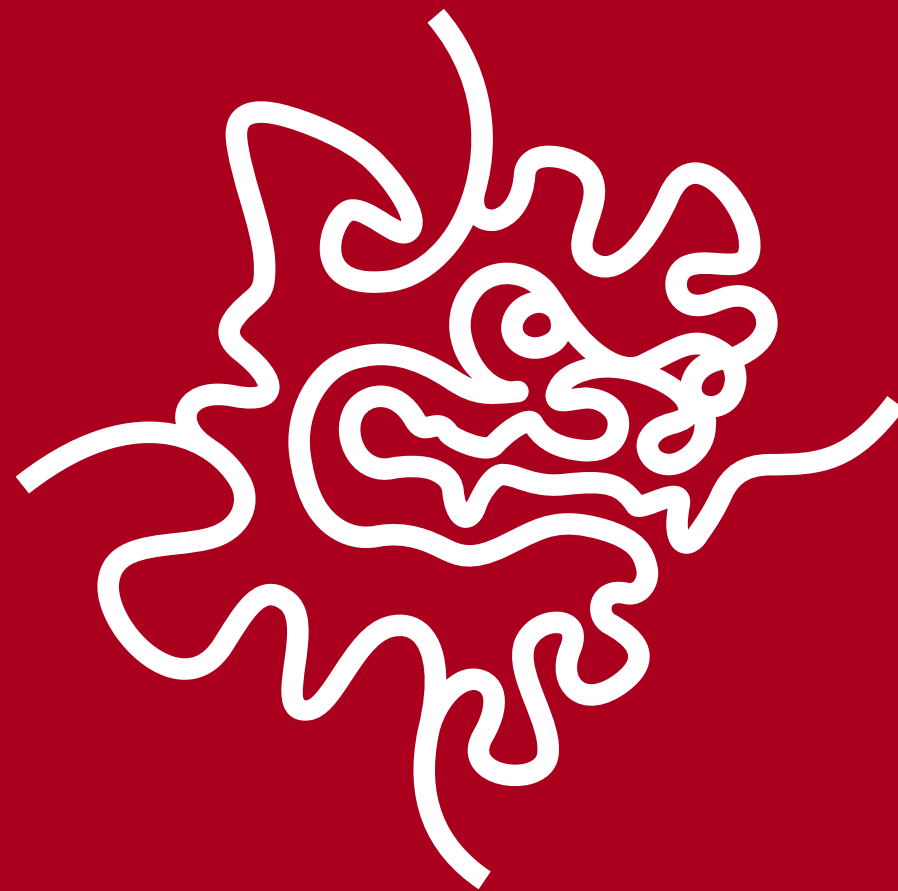
Medication Policy

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>



Thank you!