Welcome to Our Children’s House Program

Our Children's House classrooms are designed to meet the developmental needs of children between the ages of 3 and 6 years old. The teacher to child ratio in our Children's House program is 1 to 12. The lead teacher in each of the classrooms is a trained and certified Montessorian. The classrooms are designed to accommodate up to 25 children at a time. We have both half day and full day options for our families. The children stay in the same classroom with the same teachers and community of friends for a three year cycle. The third year in the cycle is considered a capstone year which includes our Kindergarten curriculum. Typically, the children in their third year in the classroom are between 5 and 6 years old. We ask that these older children stay a full day with us. Napping rooms are provided for children who require a nap and stay all day. Here are a few examples of behaviors that show readiness for our Children's House.

- The child has the ability to sit at circle time and listen to stories and engage in activities.
- The child will allow teachers to show him/her how to use the Montessori materials on the shelf.
- The child has the ability to follow simple directions like lining up, washing hands, putting on a coat to go outside, etc.
- **All the children must be independently toileting to attend our Children’s House program.**
- The child has the ability to communicate his/her needs to the teacher and other children appropriately.

Please refer to your parent handbook for useful information regarding our Children's House program. Below is some important information you will find helpful:

**Arrival and Drop-off:** 8:15am-8:30am
**Pick-up:** 11:50am-12:00pm (half day program) or 2:50pm-3:00pm (full day)
(SEE PAGE 7 OF THE PARENT HANDBOOK FOR MORE INFORMATION)

- Parents have the option of going through the car pool line at both drop off and pick up times. Please use the name tag given to you by your child’s teacher, to pick up at the above times.
- Parents are asked to drive on field trips in Children’s House. Please be sure to turn in and complete all parts of the volunteer application process if you are interested in driving.
- Lunches are placed on the lunch carts outside of classrooms, water bottles go into water crates, and snacks go into snack baskets. All of these items must be labeled with your child’s name and date.
- For those who nap, nap rolls are left inside your child’s cubbies at drop off on Mondays and taken home on Fridays.

We look forward to having your family in our Children’s House program.
**Children’s House Program Outcomes**

**The Montessori School of Winston Salem**

*Love of Learning*
- Actively engages with age-appropriate concentrated interest and constructive and meaningful work (20-30 minute periods)

*Collaboration/Cooperation*
- Shows respect for the work of others
- Helps others/accepts help graciously
- Participates in group activities constructively.

*Intrinsic Motivation*
- Demonstrates perseverance in their work
- Demonstrates the ability to complete work from start to finish

*Confidence/Competence*
- Shows confidence and self-directedness in their work
- Corrects own mistakes or seeks assistance from an adult or another child.

*Independence*
- Initiates own purposeful activities
- Works toward completion on self-chosen tasks
- Returns work/materials so that it is ready for the next student

*Social Responsibility/Civic Virtues*
- Models appropriate behaviors for others
- Respects the agreements of the class without intervention from the adult
- Shows personal responsibility
- Is responsive and helpful to others and shows respect in social interactions.

*Physical Development*
- Demonstrates and uses appropriate pincer grip (for writing)
- Demonstrates age-appropriate hand-eye coordination, i.e. simple sewing, catching, cutting, pouring, scooping
- Demonstrates age-appropriate balance and body coordination, runs, skips/gallops, jumps, sweeps
• Writes cursive letters properly
• Writes numerals properly
• Composes with materials (moveable alphabet)
  o Words
  o Phrases
  o Sentences
  o Short stories/Researches
• Writes
  o Words
  o Phrases
  o Sentences
  o Short stories/Researches

Syntax and Grammar

• Demonstrates an introductory understanding of the functions of words
  o Verb
  o Noun
  o Article
  o Adjective

Biology

• Introductory understanding of:
  o living vs. non-living
  o Parts of the plant
  o Parts of the flower
  o Animal classification (5 classes)
  o Parts of animals

Geography

• Introductory understanding of continents of the world
• Introductory understanding of parts of continents
• Introductory understanding of parts of the United States
• Introductory understanding of basic land and water forms (island/lake, mountain, peninsula/gulf, cape/bay, etc.)
Children's House Progress Report

Student:  
Date of Birth:  
Teachers:  

Report Period:  

Key for Social/Emotional Development:  
C: consistently  S: sometimes  
R: rarely  If blank: Not yet observed  

Key for Other Developmental Areas:  
EMG: Emerging  DEV: Developing  
PRO: Proficient  NAT: Needs Attention  
If Blank: Not applicable for this term  

<table>
<thead>
<tr>
<th>Social/Emotional Development</th>
<th>Physical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates care of self</td>
<td>Fine Motor</td>
</tr>
<tr>
<td>Shows care and respect for the environment</td>
<td>Grasps &amp; Scoops</td>
</tr>
<tr>
<td>Grace &amp; Courtesy</td>
<td>Pours</td>
</tr>
<tr>
<td>Follows oral directions</td>
<td>Cuts with scissors</td>
</tr>
<tr>
<td>Demonstrates age-appropriate concentration</td>
<td>Sews</td>
</tr>
<tr>
<td>Shows care and respect for materials</td>
<td>Uses pincer grip</td>
</tr>
<tr>
<td>Demonstrates self-confidence</td>
<td>Gross Motor (balance, coordination, strength)</td>
</tr>
<tr>
<td>Chooses appropriately challenging work</td>
<td>Runs</td>
</tr>
<tr>
<td>Demonstrates self-motivation</td>
<td>Skips/gallops</td>
</tr>
<tr>
<td>Works independently</td>
<td>Jumps</td>
</tr>
<tr>
<td>Shows care and respect for adults</td>
<td>climbs</td>
</tr>
<tr>
<td>Shows care and respect for peers</td>
<td>Sweeps</td>
</tr>
<tr>
<td>Is attentive in lessons</td>
<td>Lifts/carry objects</td>
</tr>
<tr>
<td>Moves with a purpose</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Reading</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates phonetic sounds with letters</td>
<td>Noun</td>
</tr>
<tr>
<td>Associates phonograms (i.e. ch, ai, etc.) with letters</td>
<td>Article</td>
</tr>
<tr>
<td>Recognizes own written name</td>
<td>Adjective</td>
</tr>
<tr>
<td>Reads basic sight words</td>
<td>Verb</td>
</tr>
<tr>
<td>Reads simple phrases/sentences</td>
<td>Adverb</td>
</tr>
<tr>
<td>Emergent reader</td>
<td>Conjunction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments for Music and Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Introduction to rhythm instruments</td>
</tr>
<tr>
<td>Keeps a steady beat</td>
</tr>
<tr>
<td>Matches pitches</td>
</tr>
<tr>
<td>Grades pitches</td>
</tr>
<tr>
<td>Plays tunes</td>
</tr>
<tr>
<td>Names tones</td>
</tr>
<tr>
<td>Reads notes</td>
</tr>
<tr>
<td>Composes tunes (music notation)</td>
</tr>
</tbody>
</table>

| Comments for Spanish |