



A Nurturing Place where Children can Learn and Grow™

Infant Program

6 weeks-14 months

Infants benefit from a nurturing environment where they feel secure and stimulated. Our infant classrooms and experiences are designed with the goal of helping infants build **relationships** with responsive caregivers. Our classrooms have a small caregiver-to-child ratio so that your child receives individual attention and care.

We prioritize building partnerships with **families**. We recognize the importance of consistency in a child's life, and we will keep your child on your home feeding and sleep schedule until your child transitions to the Toddler program. Constant communication allows us to best meet your baby's changing needs. We communicate daily with families through discussions at drop off/pick up and through daily logs containing information on feedings, naps, diaper changes, and daily activities.

Daily Experiences

Sensory Stimulation: Children engage in art and explore sensory tubs and soft surfaces. Our teachers frequently take infants on walks for fresh air, natural sights, and new sounds. Tummy time outside engages every sense!

Motor Skills: We encourage our babies to explore through movement, such as reaching, squeezing, releasing, crawling, and rolling. Our teachers observe children for signs of development and respond with activities to meet their rapidly changing needs.

Social-Emotional Skills: Our teachers guide infants in building social and emotional skills through activities such as mirror play, puppet play, telephone play, and playful interaction with other friends.

Language Development: Our teachers support language acquisition by narrating what is happening in the child's environment and by naming actions, people, and objects with physical gestures and demonstrations. Our teachers consistently and thoughtfully respond to each infant's verbal and nonverbal cues, engaging in conversational "turn taking." We sing songs and tell stories with expression and movement. We teach baby sign language, which research has shown increases the rate of verbal development and strengthens the child and caregiver bonds.

Executive Functions: In partnership with Rush University, we implement learning experiences from a research-backed curriculum and organize our room intentionally. Goodbye toybox! Toys are sorted by type and labeled with pictures and words. Toy containers are in easy reach of children. For our not-yet-mobile infants, this means a personal box of various open-ended toys is always within reach. We rotate toys for the just-right number of choices. Our classrooms are divided into areas. You'll find a separate area for building, a quiet, cozy area for reading, and an area to get messy with art. This helps children build impulse control by focusing on one area at a time and builds organizational processes.

Lessons are aligned to the Illinois Early Learning Guidelines for Infants and Toddlers and meet Excelerate Quality Standards. Teachers select skills based on what children can and cannot yet do and a broad range of skills are covered. Skills explored build on one another in complexity over time.



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Toddler Program

15 months-24 months

A toddler's growing independence and desire for exploration demand an environment that is safe and rich in sensory activities and routines. Our program offers toddlers the freedom to **explore** with purposeful guidance. Our skillful teachers take each child's lead, noticing interests and guiding children towards deeper and more purposeful play.

Daily Experiences

Physical Care: Our toddler program begins to introduce your child to group structures while ensuring that we meet your child's individual needs by responding to your child's cues. We provide a balance of activity and rest to prepare your child for the learning ahead. We give children the time and guidance necessary to gain independence with self-help skills like hand-washing and self-feeding at family-style meals.

Sensory Stimulation: Children roll up their sleeves and engage in finger paint, pour and splash their way through the water table, experiment with sand, and create masterpieces with playdough.

Motor Skills: Our children engage in activities such as painting, making music, solving puzzles, and building. We spend plenty of time climbing, running, and jumping outdoors.

Social-Emotional Skills: Our core values such as kindness and curiosity are modeled through interactions with children and introduced through developmentally appropriate language. Teachers encourage the children to express what they are feeling, helping children recognize certain feelings by naming and describing. Teachers support children with clear boundaries and reminders of boundaries throughout the day.

Language Development: Our children begin to develop the habits and identities of emergent readers through well-loved songs, read aloud stories, magnet and flannel board stories, themed sensory bins, and conversations. Our cozy reading nook surely isn't the only place where children read and listen to stories! Our toddler teachers keep baskets of books relating to music, science, and dramatic play in different areas of the classroom. When children see and read books about food in the "kitchen," for instance, they are learning and readers read for different purposes and that reading is a fun part of everything we do!

Executive Functions: In partnership with Rush University, we implement learning experiences from a research-backed curriculum and organize our room intentionally. Toddlers help sort toys by type and learn to match toys to their respective storage containers that are labeled with pictures and words. They exercise working memory through hands-on, multi-step activities. Through play, they learn strategies for impulse control, such as *bear breaths*.

Lessons are aligned to the Illinois Early Learning Guidelines for Infants and Toddlers and meet Excelsior Quality Standards. Teachers select skills based on what children can and cannot yet do, and a broad range of skills are covered. Skills explored build on one another in complexity over time.



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Two-Year-Old Program

The pace of a two-year-old child is quick. Two-year-old children are rapidly discovering who they are through hands-on learning experiences. Our classrooms are designed to reflect the **identities** of two-year-olds and to provide age-appropriate experiences that stimulate their naturally inquisitive nature and spark growth. We support children in developing at their own paces, and through intentional observation and guidance, we help children reach their own ambitious and feasible goals.

Daily Experiences

Physical Care: Our schedule is designed to introduce structure with an appropriate balance of activity to stimulate, nutrition to fuel, and rest to rejuvenate your active child. Routines support children in regularly, independently performing self-care tasks. We also partner with families to support children in toilet training. Ever patient and supportive, our teachers respond intentionally to the child's cues for help in mastering these skills.

Sensory Stimulation: Our two-year-olds are beginning to process sensory stimulation with greater awareness and control. Children finger paint with heightened curiosity about the slippery texture between their fingers, press firmly into lumps of playdough, and rub granules of sand between their fingers while exploring at sensory tables.

Motor Skills: At any time, you may find children building with blocks and solving puzzles. Children have plenty of opportunities to improve strength, coordination, and gross motor skills. They jump and run outdoors, climb and test balance on low beams, ride tricycles, dance, and throw balls to friends.

Social-Emotional Skills: Our teachers constantly engage children in conversations, using open ended questions to support the child in elaboration, modeling conversational turn taking, and thoughtfully listening and responding to each child's expressed feelings. Teachers carefully observe each child's signals in order to balance guiding the child and allowing the child the space to problem solve independently. Central to our practice, we use positive reinforcement by naming the pro-social behaviors demonstrated by children and observing why each is important.

Language Development: With modeling and open-ended questions, our teachers guide children to spin stories about their play and to name and marvel at the small details of their experiences in this world as writers do. Our teachers read with the children often, and our two-year-olds participate in early literacy activities independently; you may find them choosing books from the classroom library and pouring through the pages while comfortably seated on the carpet.

Executive Functions: In partnership with Rush University, we implement learning experiences from a research-backed curriculum and organize our room intentionally. Our two-year-olds build organizational processes as they playfully and purposefully engage in clean up: quickly or slowly, racing the song, or challenging the visual timer. With a visual schedule, they learn to sequence activities in their day. They build working memory through and impulse control through routines, such as engaging in busy boxes during transition times.

Lessons are aligned to the Illinois Early Learning Guidelines for Infants and Toddlers and meet Excelsior Quality Standards. Teachers select skills based on what children can and cannot yet do, and a broad range of skills are covered. Skills explored build on one another in complexity over time.



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Preschool Program

A Mother's Touch offers three intentionally aligned preschool programs for children ages three to five. Our curriculum promotes learning through play and **social experience** and encourages hands-on **exploration** within multiple learning centers. Our structured learning environment also allows room for children to make choices and grow in **independence**.

Daily Experiences

Physical Care: Our routines empower children to independently engage in self-care practices that promote healthy living. In early preschool classrooms, we also partner with families to support children in toilet training. Ever patient and supportive, our teachers respond intentionally to the child's cues for help in mastering these skills.

Motor Skills: Preschoolers build skills through exploration. To prepare for the multifaceted work of writing, children engage in increasingly complex fine motor activities such as coloring, tracing, cutting, drawing, and approximating letters to represent written words. Our children also spend time building balance, muscle strength, and endurance while climbing, jumping, and running outdoors and in our indoor gym.

Social-Emotional Skills: Teachers use Second Step curriculum to explicitly teach social-emotional and other executive functioning skills, which **research** has proven to be the foundation for self-regulation and social-emotional competence. Through our kindness library, children think empathetically and grow their circle of

concern. With guidance, children learn to communicate directly with each other and resolve conflicts with peers.

Executive Functions: In partnership with Rush University, we implement learning experiences from a research-backed curriculum. Through play and practice, children learn to think flexibly and take initiative. Problems are challenges, and when one arises, children are empowered to think through several solutions.

Language Development: Our goal is to support preschoolers in developing strong identities and desire as readers such that they independently engage in early literacy activities often. Through shared, group writing experiences, children come to understand that writers write for different purposes and develop an awareness of text and labels in the environment. Children are introduced to the alphabet, develop phonological awareness through activities such as rhyming, and receive explicit instruction in phonics. To aid in letter formation, our Jr./Pre-Kindergarten classrooms implement [Handwriting Without Tears](#), an informal, developmentally appropriate readiness program designed by an occupational therapist. Through activities such as building with wooden pieces, stamping, and rolling dough, children gain experience with hands on letter play and prepare for success with capital letters.

Math & Science: Children build number-sense and learn fundamental concepts of science through experiments and playful activities such as cooking, counting, sorting, and sensory table activities. Children can be found comparing, ordering, describing, and graphing according to patterns, colors and shapes, to name a few. STEM Challenges provide opportunities for children to develop science, engineering, technology, and math skills. *All lesson plans align to the Illinois Early Learning Standards.*



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Kindergarten Curriculum

Word Study: As part of our holistic approach to literacy instruction, children receive explicit phonics, sight word, and handwriting instruction. Kindergarten classrooms implement programs such as [Jolly Phonics](#), a multisensory approach to letter-sound recognition and letter formation, and [Handwriting Without Tears](#), a readiness program designed by an occupational therapist to help kindergarteners develop the physical skills and conceptual knowledge they need to print words, sentences, and paragraphs.

Reading Workshops: Units of Study for Reading was developed by Lucy Calkins and colleagues at Teacher's College of Columbia University. Based on years of literacy research in thousands of classrooms across the nation, the program provides children with the conditions they need to become proficient readers: above all, this includes large stretches of time spent reading high interest books of their choice that they can access with accuracy, fluency, and comprehension. As a result, children emerge with strong identities and desire as readers. Though independent, partner,

and class read aloud experiences, children internalize the idea that reading is a precious part of everything we do. Teachers provide explicit instruction in skills and strategies of proficient reading, largely through demonstration and by providing children with time to practice and talk about what they've read. As part of the daily workshop, reading conferences allow time for teachers and children to work 1-1 to determine strengths and next steps for improvement.

Writing Workshops: Units of Study for Writing was developed by Lucy Calkins and colleagues at Teacher's College of Columbia University. Experiences within the Writer's Workshop promote independence and self-confidence by giving children choices and recognizing value in their voices. Children learn to live like writers, noticing, savoring, and describing the details of their unique experiences. They learn to adopt a growth mindset while approaching writing as a process with distinct phases, and they gain self-awareness as they write extensively about themselves and their observations. Conferences allow time for teachers and children to work 1-1 to determine strengths and next steps for improvement. This program connects to the Reading Workshop through explicit and sequenced instruction.

Eureka Math: Common Core aligned, the program promotes the development of a strong understanding of mathematical practices like making sense of problems, persevering in problem solving, reasoning, and using tools strategically. Eureka received the highest rating of kindergarten math curriculum programs from edreports.org in regards to alignment and usability.

Social-Emotional Skills: In Kindergarten, teachers use Second Step curriculum to explicitly teach executive function skills, which **research** has proven to be the foundation for self-regulation and social-emotional competence.

Lesson plans and assessments align to Common Core State Standards for Kindergarten. Our teacher is licensed and certified by the State of Illinois.



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Summer Camp

We build friendships: Each summer camp experience is designed to support children in strengthening social skills and team building. For some, this is the one opportunity each year to reconnect with friends from other schools, districts, and past camp experiences. Many of our children look forward to reconnecting with our camp teacher for memory making.

We connect with our community: Children explore the community through trips to places such as local museums, plays, and sporting events. Through these field trips, library visits, and water play, our children engage in first-time experiences, discover new interests, work at perfecting existing skills, and show leadership in assisting others.

We stimulate a well-rounded experience: Our programming promotes growth across all domains. Curiosity and creativity peak when children become the captive audience members of magical performances, the creators of school carnivals, and active participants in talent shows. Our reading game is strong with regular trips to the library and Battle of the Books competitions. We continue to build social competencies while encouraging others in activities such as bowling and miniature golf. We learn from entrepreneurial experiences like planning for a lemonade stands.

We provide a program that is responsive to each child's interests: As always, our teacher's are eager to meet the interests of all the individual campers. We will use the information provided in your registration packet while designing summer camp activities.

We offer full-day and half-day summer camp programs for children. Our summer camp program runs according to the local district calendar.

We also offer camps during Spring and Winter Breaks pending availability.