



Curriculum Philosophy

Little Folks believes that children primarily learn through multiple opportunities to play and the manipulation of objects and materials in their environment in order to develop their own understanding of those materials and objects and the world around them. The teacher's role is to guide children in their learning, recognizing best practices and intentionally facilitating the children's learning through the development of the children's ideas and acceptance of their approaches to learning. The teacher supports the different modalities of learning in the classroom environment, visual, auditory, tactile and kinesthetic.

Little Folks has defined The Creative Curriculum and its assessment system Teaching Strategies Gold since it aligns with the program philosophy of how children learn and what children need to be successful learners. Learning experiences are driven by the children's interests and adapted to meet the individual needs of all children.

Little Folks has recognized the importance of brain research in the developing child, as well as the fact that parents are their child's first teacher. In this way, Little Folks emphasizes and supports the involvement of parents in the designing and implementing of educational programs throughout the agency. Healthy, positive and supportive relationships are integral in the success of the developing child.

Studies: An investigative approach to learning is supported and based on children's interests.

Curriculum Goals

Social/Emotional Development – To develop a loving, creative atmosphere in which each child can thrive emotionally, physically and intellectually. Therefore, independence is valued and supported; a sense of community is developed through positive and nurturing relationships; the understanding and importance of rules is emphasized; self-regulation is fostered; self-esteem is nurtured, and the realization of social competence is cultivated.

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Language, Communication and Literacy Development – To provide multiple opportunities for children to communicate with their peers and teachers. We model language through vocabulary building activities, with the use of self and parallel talk, mapping behaviors, providing information and giving children numerous opportunities to engage in discussions and conversations. We design activities for children to develop their understanding of concepts about print, letter and number recognition, and writing for a purpose.

Physical Health and Well Being – To create opportunities for children to experience large motor activities that increase their skills and develop their large muscle groups. Children practice traveling skills, as well as coordination and balance through large and small group games. We foster fine motor development through strengthening small muscles through the use of clay and play dough. Children have the opportunity to practice eye-hand coordination by stringing beads, assembling puzzles, cutting, drawing, painting and writing. Healthy eating and daily exercise is encouraged to contribute to the child's overall well-being.

Cognitive Development – To provide opportunities for children to exercise their thinking skills through open-ended questions that challenge the children to think critically. Teachers coach children in problem-solving activities, asking questions, sorting, counting, comparing, classifying and logical thinking. Materials are provided to promote science, technology, engineering and math skills. We encourage children to create, investigate, experiment and develop ideas and theories.

Approaches to Learning – To accept and support children in their own way of learning. This area addresses how children learn and not what children learn. Every child is an individual with different dispositions and temperaments that form their personality. They do not always approach a learning task all in the same way. A child's personality is integral in how they interact with others and the materials in their environment.