



Preschool/Kindergarten Program

- **Emergent Curriculum**

Our Preschool/Kindergarten children engage in project work that is an in-depth investigation of a particular topic, deliberately focused on finding answers to questions about a topic posed by the children, the teacher, or the teacher working with the children. The choice of topics to study will emerge throughout the year and will be determined in several ways. Topics may emerge directly from teacher's observations of children's spontaneous play and exploration. Project ideas may also come from academic curiosity on the part of the children, social concern of the teacher, or serendipitous events that raise questions to be answered. Ideally, topics selected can be investigated directly by the children in their immediate environment. Project work is in support of the NAEYC's (National Association for the Education of Young Children) position that information must be meaningful to the child in order for it to be remembered and truly learned. Through ongoing exploration, children form ideas about their surroundings and test these ideas against many different backdrops. They also learn how to adapt their understanding to accommodate new knowledge and to represent those findings to the group. Our Creative Curriculum ties directly to the Kindergarten state standards and ensure a well-rounded education.

- **Language Arts**

Our balanced language arts curriculum is a program of instruction and learning that combines activities in reading, writing, spelling, speaking, and listening. Language arts activities are often built around classroom themes and projects. Application and practice of skills occur in a variety of contexts throughout the day. Reading instruction occurs both informally and systematically. Informally, we create opportunities that allow students to explore and manipulate the sounds of language to develop phonemic awareness. Our approach teaches phonics in a way that uses the appropriate moments in reading and writing activities to convey relationships between letters and sounds. Children develop the love of reading through purposeful text selection, good teacher modeling and hands-on applications and activities based on the best in children's literature. Handwriting is taught through Handwriting Without Tears, a developmentally based program for writing.

- **Mathematics**

The math program emphasizes both manipulative actives and verbal interactions. Math strands include the following: counting, numeration, patterns, functions and sequences, measures, money, time, geometry and spatial senses, exploring data and chance, and operations. These strands are explored through a variety of common life applications and often incorporate into the current classroom projects.

- **Social Studies and Science**

Social studies and science become a part of many projects which also overlap into other areas of the curriculum. Social studies concepts encourage the child to develop an awareness of themselves and others. The children learn about science through a hands-on approach and actives are designed in collaboration with other team members. The main goal is to make science something that can be observed every day simply by being curious and having a sense of discovery.

- **Technology**

Technology is implemented in many developmentally appropriate and interesting ways. Children will learn not only how to use the classroom computer as a tool of research but will also learn how to use it to represent their ideas and findings. Our classroom technology component goes beyond just “point and click” as the children learn to use a variety of tools purposefully, via block and wood work, discovery activities, cooking projects and sensory play.

- **Free Choice**

Our free choice times are those parts of the day reserved for free play and exploration in the classroom. This important part of the program provides opportunities for the child to experience independence, choice, and decision making. Taking risks, building friendships, and developing social skills are at the core of free choice time. We emphasize learning to be accountable for decisions, to complete tasks independently, to manage one's own time, and problem solving.

- **Class Meetings**

Class meetings are an opportunity for children to learn and practice communication and problem solving skills. Class meetings are one of the ways in which we focus on building a sense of community. Small group teacher-led discussions focus on real issues which arise in kindergarten. Some examples include making friends, entering play situations, sharing materials, and conflict resolution. These are also the settings for many of our discussions of our study topics, where we share and test our ideas.

- **Physical Skills**

Physical development is enhanced through motor activities both indoors and outdoors. These varied activities develop large muscles and small muscles, fostering correct growth, spatial awareness, climbing, pedaling, running and jumping skills.

- **Social/Emotional Skills**

The children are involved in positive experiences with adults and their peers. Through interaction and group project work, children develop positive attitudes towards themselves, their families, their peers, and the community as a whole. Children are provided with opportunities to learn about their emotions and about empathy for others. They are given the opportunities to learn how to express themselves appropriately and learn self-discipline. These pro-social behaviors will serve them well the rest of their lives.

Call today for more information or to schedule a tour.

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