- Express thinking creatively
- Explore non-verbal ways to express thoughts, emotions and ideas
- Engage in creative risk-taking
- Take pride in creative self-expression
- Learn that messages can be represented in pictures
- Describe their exploration of varied art mediums
- Support fine motor development necessary for writing

Art is an expression of the SELF and experiences should be open-ended where the process, rather than the product, is what's most significant

VISUAL ARTS AREA

- Relate a personal experience or creative story in a logical sequence with details
- Ask and answer questions about unknown words
- Demonstrate knowledge of print conventions
- Collaboratively create and tell stories with one another
- Identify upper and lowercase letters of the alphabet
- Blend two or three spoken syllables to pronounce words
- Identify elements of a story as well as identify beginning, middle, and ending of a story
- Write letters to represents sounds heard in words
- Produce and expand sentences in shared language activities
- Write a narrative with a main idea based on personal experience and supporting details with guidance, as needed
- Move through the process of book publishing—story, writing, and illustrating

A balance between teacher- directed and child-initiated opportunties that include language rich experiences are the foundation for literacy development

PUBLISHING & LITERACY AREA

- Engage as an integral member of the classroom community
- Show and share interests, concerns, and care for others through thoughtful engagement as a community member
- Practice listening, speaking, conversing, questioning, and discussing to clarify and understand
- Listen and respond to stories, poems and nonfiction
- Discuss classroom happenings and engage in collaborative problem-solving as needed
- Explore sounds, rhythms and language structures through music and songs
- Engage in movement and dance
- Orally produce rhyming words in responses to spoken words
- Listen and engage in read-clouds and make predictions based on title, cover, illustrations, and text

A space where children come together as a community to engage with one another, listen to incredible stories, and share ideas, perspectives and discoveries

WHOLE GROUP AREA

- Work collaboratively with others
- Practice developing prosocial skills
- Demonstrate initiative
- Practice listening and speaking when sharing ideas, reflecting, offering solutions to problems
- Represent thinking in pictures and words
- Explore patterns in language, numbers, events, in their world
- Develop an understanding of one-to-one correspondence
- Investigate quantity using manipulatives and tools
- Practice composing & decomposing numbers
- Explore standard and non-standard measurement
- Sort, group & classify according to attributes
- Develop mathematical vocabulary
- Measure, compare, count and record observations
- Write letters to represents sounds heard in words when solving math problems

A space where children get to practice our mathematical skills in ways that are engaging, fun, and appropriately challenging

MATH AREA

- Collaboratively decide play schemes and roles
- Practice using complex language during pretend play
- Practice social conversations, strengthening appropriate social language & skills
- Tell or retell personal experiences or creative stories in a logical sequence with details
- Use nouns, verbs, and prepositions when engaging in play schemes
- Derive meaning of words based on how they are used in a sentence
- Write letters to represents sounds heard in words
- Produce and expand sentences in shared language activities

A space that offers incredible opportunities for rich language development—the precursor to literacy development.

SOCIO-DRAMATIC PLAY AREA

- Work collaboratively with others
- Practice articulating ideas and listening to the ideas of others
- Negotiate roles and practice social language
- Solve problems as they arise
- Draw plans and share with others
- Explain thinking orally, in pictures, recognizable words, labels, captions, or descriptors
- Create signs using sight words
- Practice using nouns, verbs, and prepositions to describe structures & buildings
- Tell personal experiences in logical sequence with detail
- Use small & large muscles when building
- Experiment with balance & stability
- Practice making predictions, observations and asking questions
- Develop an understanding of spatial relationships and shapes
- Represent messages with pictures and words in the form of signs
- Write letters to represent sounds heard in words

A rich learning area that integrates math, science, language, literacy, social and emotional development when intentionally supported by the teacher

BLOCK AREA

- Practice expressing thinking and problem solving
- Practice perseverance
- Participate by listening, questioning, discussing to clarify and understand
- Practice deriving meaning of words
- Explore the scientific process through guided instruction
- Articulate discoveries, ideas, and perspectives
- Measure, compare, count, and record observations
- Write, draw, or dictate opinions and discoveries, using pictures, letters, recognizable words, labels, captions or descriptors
- Use a graphic organizer showing multiple meaning of a word
- Ask questions, listen and respond to ideas and perspectives of others
- Increase content specific vocabulary
- Use problem solving skills: questioning, planning, predicting, constructing, observing communicating)

A learning area equipped with tools that encourage exploration & discovery with meaningful opportunites to capture children's experiences

SCIENCE & DISCOVERY AREA

A high interest area, the Take Apart Area is where children disassemble small appliances. This deconstruction process not only supports fine motor development but is a powerful experience that supports the development of persistence, self-regulation and executive function skills. The complex process of taking a small appliance apart requires a great deal of skill, effort and intentionality. The opportunities for language development and mathematical exploration is great as children work collaboratively in their approach and as they deconstruct they are left with many loose parts that can be sorted, grouped and categorized. Over time, this collection of parts can lead to the endeavor of creating and constructing something new—an example of innovation in kindergarten.

IMAGINATION is essential for CREATIVITY

CREATIVITY is at the core of INNOVATION

TINKERING/ TAKE APART AREA

The Safe Place, coined by Dr. Becky Bailey, is a place of comfort for children when they are experiencing big emotions—sadness, frustration, anxiety, irritation, etc. It is a self-chosen area and not to be used as a place for isolation and/or punishment (i.e. time-out). Included in this space are items that support children's growing ability to self-regulate. When a child retreats to this area, it alerts the teacher that he/she might need adult support. Approaching the child in a lovingly responsive manner provides the emotional support a child needs to begin to identify the emotions he/she is feeling. It is only then that a child can learn what to do with what they are feeling. This becomes an opportune time to help children learn to regulate emotions including strategies for returning to a calm state of mind by breathing deeply, learning socially appropriate language for expressing wants and needs, and learning to develop lifelong relationship-based skills like conflict-resolution and negotiation.

A place for a child to retreat to...BY CHOICE. Never to be used as a threat, time-out, or as a form of punishment

THE SAFE PLACE

Sand and water exploration is a multi-sensory experience that can provide incredible opportunities for children to grasp an array of mathematical and scientific concepts. as well the opportunity to practice engaging in complex language. When teachers integrate the use of sand and water exploration in thoughtful and intentional ways, it increases the likelihood that sustained learning will occur.

Both math and science involve thinking—critical thinking. When children explore the properties of water, it encourages children to pose and solve problems. With intentional support of a teacher, they are able to build authentic connections between ideas and concepts associated with equivalences of lengths, weight and volume.

Sand and water exploration not only support the development of specific cognitive skills, but the sensory experience of sand and water can be very calming for many children. For those who might need extra support in developing age-appropriate self-regulation skills, it serves as an opportune time for teachers to authentically connect with a child while modeling and supporting appropriate social actions and interactions.

With intentional planning from the teacher, this space can serve as an incredible opportunity for developing critical thinking skills

SAND & WATER TABLE