

We are looking forward to a dynamic year of development for our pre-kindergarten children! This is often energetic and sociable year for children. Our pre-kinder children will begin feeling more confident with skills such as running, climbing, and jumping, as well as drawing, constructing, and communicating with peers and grown-ups. Our children will develop confidence in their growing abilities, use mindfulness to gain a deeper connection to self and others, and expand their understanding of the world around them through inquiry, material and tool exploration, and outdoor discovery.

INQUIRY-BASED INVESTIGATIONS



An Investigation is an in-depth study of a topic that is initiated and guided by children's authentic interest and questions. Projects give children the freedom to follow their own curiosities, gain deeper understanding, and develop critical skills within a context. The arts are integrated into project work to encourage children to make sense of and communicate their ideas in their own unique way.



SMALL-GROUP LEARNING THROUGH PLAY

Each day, children have uninterrupted time to play and explore their environment (both indoors and outdoors) as they develop skills in all domains. Using the investigation topic as our context, educators work with children in small groups to introduce, model and guide the development of core skills aligned with our PA early learning standards.



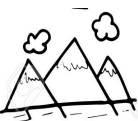
EXPLORATION CENTERS

Exploration centers are a time for children to explore materials, practice skills, and build on ideas through provocations. A provocation is an open ended invitation that is intentionally designed to build on skills, ideas and concepts. Materials are arranged and designed to provoke a sense of wonder and ignite inquiry.



DOCUMENTATION

We believe that learning is a process, and we work to tell the story of a child's learning through active documentation. It can take on many forms including photographs, quotes and writing, as well as work samples at various stages. When used intentionally, documentation informs curriculum by enabling educators to plan and facilitate learning experiences that are deeply connected to our children's interests and stages of development.



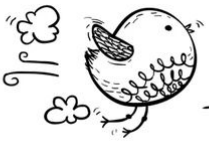
OUTDOOR EXPLORATION & PLAY

Outdoor exploration is a time for children to explore and play in nature, rain or shine! An ever growing body of research shows that children's social, psychological, academic and physical health is positively impacted when they have daily contact with the natural world. In our kindergarten program there are opportunities for unstructured play as well as moments of teacher facilitated investigation.



SOCIAL EMOTIONAL LEARNING & MINDFULNESS PRACTICE

We support children in identifying and managing emotions, feeling and fostering empathy for others, establishing healthy relationships, as well as developing strategies for self-regulation. We weave mindfulness practice into this process by teaching children to use their senses in creating an awareness of the present moment.

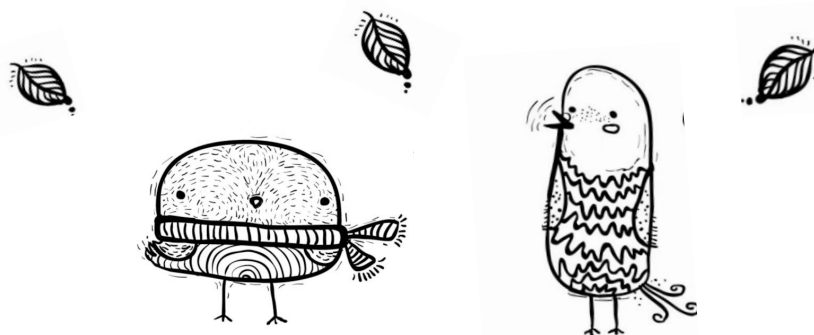


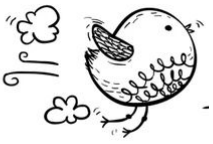
A DAY IN THE LIFE OF A PRE-KINDER CHILD @ TDS

Half day: 8:45am - 12:00pm



ARRIVAL & MORNING ROUTINE	Children are welcomed into the classroom, put away belongings, and engage with the morning post. This may include “signing in” for the day, responding to the daily question, or interacting with a provocation. Parents are welcome to connect with the educators and/or support their children as they transition into the school day.
MORNING MEETING	This community building time engages children in daily mindfulness and social emotional learning. The educator supports children in this practice through modeling, role play, puppetry and storytelling. This time often “sets the stage” for the class investigation by facilitating and documenting a group discussion, as well as establishing meaningful connections through shared reading.
EXPLORATION CENTERS (SMALL GROUP LEARNING)	Children visit centers as they explore materials, problem solve, practice skills, and build on ideas through provocations. Provocations allow children to explore tools and materials in an open ended way - often igniting engagement and curiosity in our topic of investigation. During this time, children may work individually or in a small group with the educator to strengthen developmental skills, specifically in the areas of language, literacy, and cognitive development.
SNACK TIME	Children sit together & connect as a community while enjoying a mid-morning snack.
OUTDOOR EXPLORATION & PLAY	Children engage in open-ended exploration in nature, rain or shine! There are opportunities for unstructured play as well as moments of teacher facilitated investigation. This is a wonderful time for children to practice social-emotional skills, engage in problem solving, and explore healthy risk taking.
CLOSING CIRCLE & GOODBYE	Children have the opportunity reflect on the day’s learning through journaling & discussion. It may be a time to reflect on the day, problem solve an issue, celebrate a success, or practice a social-emotional skill. This time is directly connected to the needs of the group.
EXTENDED DAY (OPTIONAL)	Extended day is offered as an option for our half-day Pre-K families (12pm - 2:30pm) each day of the week. During this time children enjoy lunch and rest-time, participate in a themed activity, as well as engage in open-ended play, both indoors and outdoors.





A DAY IN THE LIFE OF A PRE-KINDER CHILD @ TDS

Full Day: 8:45am - 2:30pm



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LUNCH	Children sit together & connect as a community while enjoying a packed lunch from home.
STORY TIME & REST	Children listen to an oral story-telling or class read aloud as they rest after lunch.
INVESTIGATION (ARTS INTEGRATION)	Children develop key skills as they engage in meaningful project work connected to the investigation. Projects allow children to apply skills and make meaning of new ideas. We integrate the arts (music, visual arts, dramatic play) into project work in a way that encourages creative expression and supports children in communicating about new ideas and concepts.
REFLECTION & GOODBYE	Children have the opportunity reflect on the day’s learning through journaling, documentation & discussion. It may be a time to make plan for future project work, problem solve an issue, celebrate a success, or practice a social-emotional skill. This time is directly connected to the needs of the group.

