Welcome to Preschool 3!

**Language and Literacy**

- We talk with children frequently and at length about their pretend play, their artistic creations, their outdoor games, and about their everyday activities. These conversations foster expressive language and encourage vocabulary development.
- We introduce a large variety of books and discuss them:
  - teaching children the parts of books and how to care for books
  - talking about sounds in words
  - eventually introducing rhyming
- We bring children to the library for weekly visits, to develop a relationship with the librarian as someone who is a resource for learning more about books.
- We expose children to their written names, on cubby labels, placemats, artwork labels, etc.
- We expose the children to the names of their peers.
- Over time we gradually increase the amount of print in the classroom environment.
- We introduce many activities to develop fine motor coordination, including the use of a large variety of implements and tools. These activities support and develop eye-hand coordination, the pincer grasp, and the tripod grip, which are the foundation for pre-writing skills.

**Mathematics**

- Opportunities to practice numeracy and number sense are embedded in the daily routines and play experiences in our classroom.
- While manipulating building materials, the children develop an understanding of size, shape, weight, and volume.
- We prompt and highlight the use of early math vocabulary.

**Social/Emotional Development (at this age, their "social studies" consists of studying themselves!)**

**Separating from parents**

Children start school with a slow phase-in, during which we help them manage the strong feelings that arise when leaving home and adapting to a new environment. We warmly welcome children and their families, and provide a safe, cozy classroom with appealing materials to explore.

**Building confidence and independence**

Children gradually become more responsible for eating, resting, and toileting on their own.
Developing significant relationships with teachers and peers

Through generous amounts of open-ended play, children learn to listen, express themselves, manage strong feelings, develop patience, develop self-control, and learn how to ask for help.

Children begin to experience the joys and challenges of social interactions. We support children in acquiring the social skills of cooperating, sharing, and taking turns. We intervene during conflicts, to model the social skills needed for resolution.

Using the skills described above, children learn to navigate social interactions, and friendships bloom.

Other

Art

We aim for the classroom to be a studio environment that invites children to create.

The children explore and express themselves with a wide variety of materials. These include tempera paint, watercolors, crayons, colored pencils, different kinds of paper and cardboard, tape, glue, scissors, fabric, wood, clay, and materials from nature.

The children create highly-individualized pieces of art, towards which they feel a strong sense of ownership. We honor their work by discussing it and displaying it.

Play

Children represent their experiences and construct knowledge through play. They learn to collaborate with peers, and their play gets more complex as the year progresses.

We spend as much time outdoors as possible, in a variety of play spaces. This active play develops gross motor coordination. We often use the large Imagination Playground blocks and the tricycles, as well as buckets and shovels for collecting natural specimens and “treasures.”

We support children’s curiosity about and observations of the natural world, and we use their interest to direct the curriculum.