



Country Day School

Early Childhood



Teaching & Learning at CDS

Early Childhood: Kindergarten

2020 – 2021



Welcome to our Kindergarten Teaching & Learning Overview!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Early Childhood House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to consolidate and extend their knowledge base, develop and refine their skills, and deepen their understanding of universal concepts. This overview outlines for you the learning expectations we have of our Kindergarten students, and also offers some insight into the ways in which these are met across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Early Childhood House – we would be more than happy to answer any questions you may have.

Primary Vision Of Learning

•nurture



Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners
committed to nurturing the development of the whole
child through meaningful, playful inquiry**

The Panther Way

is the Primary School Code of Behavior



COUNTRY DAY SCHOOL
COSTA RICA
A NORD ANGLIA EDUCATION SCHOOL

The Early Childhood (EC) House at CDS is a hive of learning activity for children aged 2-6!

Our EC teaching and learning program is multi-dimensional: it incorporates the most effective approaches and practices, supported by recent research-based evidence, and encompasses well-defined expectations and goals for our young learners in all areas of their development. In the EC, our students and teachers create a warm, safe atmosphere that truly exudes the joys of learning!

The Learning Climate

In order for learning to really germinate and thrive in a school, it requires conditions that, collectively and consistently, accommodate the interests and needs of our young learners. The qualities of encouragement, openness, and inspiration characterize the EC learning climate, and are evident in:

- the ways in which we communicate and interact
- the scenarios we create to stimulate and sustain interest, and
- the lines of inquiry we project for our students so that they're able to build incrementally on what they already know and understand

Play - a Vehicle for Learning

Play is the natural, default *modus operandi* of young learners and, as educators, we embrace the potential this holds for them to construct and develop meaning. Play opens up myriad learning avenues to our very young students, and allows them to experience:

- enjoyment - happiness isn't just a way to travel, it's a way to learn!
- the power and wonder of their own imagination
- engagement - with people, materials, ideas, or their environment
- the structure of processes/step-by-step actions
- creativity and expression
- relationship-building and conflict resolution
- curiosity and the drive to know/understand more
- agency and choice
- resilience and concentration



Inquiry

We favor an authentic inquiry-driven approach to curriculum in the EC which does not simply embrace the inquiry cycle as a means of exploring ideas, but rather positions the student as an **inquirer**-a finder-outer, an explorer, an investigator.

We do not limit inquiry to specific projects, but instead open it up so that inquiry becomes a way of *being* in all areas of the curriculum – a stance from which our students are able to view, and wonder about, the world and how it works. True inquiry learning nurtures and encourages our students in their curiosity and wonderings, in their ‘what-if’ and ‘why’ questions. It not only intensifies their eagerness and motivation to know and understand more, but, with practice and experience, becomes a natural part of their approach to learning.



Concept-based Learning

Through exploring key concepts, our students have the opportunity to capitalize on their inquisitiveness to strengthen their thinking skills and build understandings. Key concepts are those basic universal ideas and questions that underpin our thinking within and across disciplines, for example, the idea of *function* – *how* something works the way it does; or *change* – why things change and how; or *connection* – how one thing relates to, or impacts on another. Examining what we’re learning about, from a range of conceptual perspectives, adds an extra dimension to our students’ learning.

Concept-based learning and inquiry, paired with exploratory play experiences, are a winning combination in helping and enabling our young learners to make sense of their world.



Social-Emotional Development



Social-emotional development revolves around children's experiences, the expression and management of their emotions, and their ability to establish positive and rewarding relationships with others. As they progress through the EC years, our students learn about their own feelings and emotions, as well as the emotions of others, and work to build effective strategies to communicate these in positive ways. As they mature, children's emotional lives become more complex as new and different situations present themselves. We are committed to ensuring that each of our students is as well-equipped as they can be in meeting the challenges that their new maturity brings.

Our sense of self, purpose, and wellbeing is intricately connected with our learning success. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, while their understanding of the world and how it works becomes more comprehensive and well-rounded.



Curriculum Design & Learning Expectations

In Kindergarten, our learning program is built around US Standards for Mathematics, English Language Arts (ELA), Science and Social Studies, as well as normed age-based expectations for physical, social-emotional, and cognitive development. Our selected standards provide the basic underlying structure of our program and articulate robustly with the learning ahead in Preparatory and Grade 1.

English Language Arts (ELA)

Reading & writing, speaking & listening, viewing & presenting

Our whole school approach to language learning embraces the premise that every teacher is a language teacher and that there are opportunities to be seized upon, and contributions to be made, in building our students' appreciation of, and facility with, language in all discipline areas.

In the EC we have adopted the Balanced Literacy approach to ELA, and the Readers' and Writers' Workshop model is the mainstay of our program. The model encompasses the idea that our students are not just learning how to read and write but that they are readers and writers in their own right, developing their craft, honing their skills, and ultimately being the best readers and writers, they can be.

Workshop accommodates a range of components: extended periods of independent reading and writing time in which our young learners are able to focus their efforts on creating meaningful pieces of work; mini-lesson briefings on particular elements of reading and writing that they can use and develop in their work; paired and group tasks as well as individualized assignments; regular, ongoing feedback from teachers and peers to help each writer and reader improve on their drafts and responses; and student choice in what they read and write. The teaching and learning of language conventions are for the most part embedded in workshop sessions. However, the flexibility of our program allows for discrete grammar/punctuation lessons as necessary. In working to develop our students' spelling skills, we choose from a wide repertoire of strategies and resources, ranging from issuing set spelling/vocabulary lists, to having our students generate their own personal lists.

At CDS, the central aim of our handwriting program is to ensure that our students are able to write legibly, fluently, and comfortably. While students learn to recognize read in both print and cursive, handwriting instruction focuses on cursive writing. We use a variety of developmentally appropriate resources to support our students' development of clear, efficient writing.



Mathematics

Number & operations in base ten, counting and cardinality, operations & algebraic thinking, measurement & data, geometry

In the area of Mathematics, our students explore concepts and develop skills derived from the US Common Core Standards.

We use a wide range of resources at CDS in order to drive math learning in the classroom: video clips and songs; loose parts and found objects; activity sheets; manipulatives; books and texts; problem-solving scenarios and simulations; board games; measuring tools - rulers, tapes, scales, etc.

Students take part in individual, paired, small group and whole-class activities depending on the learning aims of the day; they also work independently, with each other, and with the teacher. Varied grouping strategies, with varying levels of support, ensure that our students can enjoy a wide range of different learning experiences.



Understanding how mathematical operations work is fundamental in helping our students grapple with more complex problems and ideas later in their math learning life. We encourage our students to adopt a can-do attitude, and to practice and/or try again repeatedly when working to master skills and concepts. Math fluency is also important: being able to recall basic number facts quickly and accurately empowers our students to follow their train of thought more fluidly from one idea or solution to the next.



Interdisciplinary Learning in the EC



Units of learning that meaningfully incorporate expectations across disciplines, foster in our students a deeper appreciation of the ways in which their learning is interconnected. Over the course of the school year, students engage in a wide range of learning experiences centered on common themes.

Here is our interdisciplinary learning matrix, for our Kindergarten learners:

Grade Level	INTERDISCIPLINARY UNITS			
K	Unit Title: Needs and Habitats of Living Things	Unit Title: Growth & Change	Unit Title: Earth & Sun	Unit Title: Maps & Landforms
	Enduring Understanding: <i>The needs of living things must be met so that they can survive and thrive.</i>	Enduring Understanding: <i>Humans grow and change over time.</i>	Enduring Understanding: <i>Heat and light from the sun have an impact on our planet and on us.</i>	Enduring Understanding: <i>Maps can be used to locate and represent the different landforms that cover the surface of the Earth.</i>
	Essential Questions: <ul style="list-style-type: none"> ● <i>What do living things need in order to survive and thrive?</i> ● <i>Where do living things find what they need in order to survive and thrive?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>How do humans grow and change? What changes do you observe?</i> ● <i>What affects growth and change?</i> ● <i>How do changes affect the way we feel?</i> ● <i>How can we help people around us to cope with changes that affect them?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>How does the sun affect us and the things around us? (light/dark; heat/cold; energy = LIFE)</i> ● <i>How do living things use the light and heat energy we get from the sun?</i> ● <i>Why do we have seasons?</i> ● <i>What is the impact of the change of the seasons?</i> 	Essential Questions: <ul style="list-style-type: none"> ● <i>How is the surface of the Earth represented on maps and globes?</i> ● <i>How are maps and globes made?</i> ● <i>How can we use maps and globes to locate places and landforms?</i> ● <i>How can we describe the location of different places?</i>
Related Concepts: <i>organisms; needs; habitats; connection; survival; growth</i>	Related Concepts: <i>wellness; growth; change; causation</i>	Related Concepts: <i>cycles, prediction; energy; causation</i>	Related Concepts: <i>organization; representation; location; orientation; symbols</i>	



Kindergarten: Learning Overview for the First Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 1, the Kindergarten students:</p> <ul style="list-style-type: none"> ● engage in a wide range of activities to strengthen numeracy foundations ● match and sort objects by given attributes ● sort sets of objects in multiple ways and describe the criteria for sorting ● recognize and name numerals 0-5 ● arrange, count, and subitize sets of up to 5 objects when arranged in scattered or linear configurations ● match numerals to sets of up to 5 and create sets of up to 5 to correspond to numerals ● represent numbers 1-5 using objects, pictures, and numerals ● explore the concept of 1 more by counting and building stairs and towers ● count aloud with stories ● answer simple ‘how many...?’ questions ● identify and describe the attributes of different objects ● compare attributes and classify objects according to specific criteria ● identify, describe, sort, compare, and construct two-dimensional shapes ● identify, describe, sort, compare, and match solid shapes to their two-dimensional faces ● build with solid shapes to create a model of a familiar place
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 1, the Kindergarten students:</p> <ul style="list-style-type: none"> ● explore and enjoy poems, rhymes, and stories ● ask and answer questions about the characters and events in a given text ● retell stories using supportive prompts ● find out about what authors do ● develop an understanding of the way pictures connect to and support the text in a book ● identify and name the different parts of a book ● develop a clearer understanding of how books and text are organized ● recall and tell about their own experiences, describing people, things, and place ● begin to make connections between letters and sounds ● gain experience in making brief, basic presentations to their classmates ● engage positively and courteously in class and group discussions ● begin an introduction of cursive handwriting; recognized their own names in cursive
<p style="text-align: center;">Interdisciplinary Unit NEEDS & HABITATS OF LIVING THINGS</p>	<p>In Quarter 1, the Kindergarten students:</p> <ul style="list-style-type: none"> ● compare the needs of different plants and animals ● observe and describe patterns in what plants and animals need to survive ● develop an understanding of the importance of essential resources for survival - water, air, resources from the land ● make connections between the needs of plants and animals, and their habitats ● discover how plants and animals adapt/change their environment to meet their needs

Motor Skills	<p>In Quarter 1, the Kindergarten students work to:</p> <ul style="list-style-type: none">● sit at the table, and on the rug with correct posture● put puzzles together with ease● copy, print, cut, paste, & paint with a paintbrush● write their own name in cursive● use left or right hand with dominance● begin to control crayons and markers to color within the lines● cut out simple pictures and shapes, using another hand to move the paper● use small precise finger movements to control tweezers, tongs, and string beads● use a 3-point finger grip when writing● eat using utensils correctly
Social-Emotional Skills	<p>In Quarter 1, the Kindergarten students work to:</p> <ul style="list-style-type: none">● develop an increased attention span (10 or more minutes on a task)● manage classroom routines, rules, and procedures with occasional reminders● take care of personal belongings● plan and pursue a variety of appropriately challenging tasks● control strong emotions in an appropriate manner● listen attentively and follow directions● manage time to complete tasks and achieve goals● use appropriate language to ask for wants and needs● demonstrate curiosity and interest in learning● use words to solve problems● recognize the feelings of others





Kindergarten: Learning Overview for the Second Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 2, the Kindergarten students:</p> <ul style="list-style-type: none"> ● count to 10 in a variety of contexts and situations ● arrange and count sets of up to 10 objects in scattered, linear, circular, or array configurations ● answer simple ‘how many...?’ questions ● compose and decompose numbers up to 10 ● represent numbers 0-10 using objects, pictures, tally marks, and numerals ● explore and understand the concept of zero ● make connections between counting and quantities ● create numbers books, representing numerals with objects, images, and drawings
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 2, the Kindergarten students:</p> <ul style="list-style-type: none"> ● explore new/unfamiliar vocabulary ● make connections between themselves, illustrations, and stories ● find out about the roles of an author and an illustrator ● ask and answer questions about text details ● engage in group reading activities purposefully ● build on their understanding of the basic features of print, and the ways in which print can be organized ● compose pieces of informative/explanatory work by drawing, dictating, and writing ● express their opinions about a topic through drawing, dictating, and writing ● identify the front and back cover of a book and use correct orientation when reading ● use phonics and word analysis skills to recognize their own name and common signs and labels in their everyday surroundings ● give a presentation on a theme studied in class, with prompting and support as needed ● act out verbs to distinguish shades of meaning
<p style="text-align: center;">Interdisciplinary Unit GROWTH & CHANGE</p>	<p>In Quarter 2, the Kindergarten students:</p> <ul style="list-style-type: none"> ● inquire into some of the ways in which humans grow and change over time ● find out about factors that can affect growth and change ● compare the life cycle of humans with other living things ● engage in a range of class discussions about how <i>they</i> have grown and changed over time ● examine life changes - for example, the birth of a sibling or moving house - and how changes can affect the way we feel ● identify and describe changes that have taken place in their own lives
<p style="text-align: center;">Motor Skills</p>	<p>In Quarter 2, the Kindergarten students work to:</p> <ul style="list-style-type: none"> ● dress with little assistance (e.g. in the bathroom) ● sit at the table, and on the rug with correct posture ● put puzzles together with ease



	<ul style="list-style-type: none"> • copy, print, cut, paste, & paint with a paintbrush • write their own name • use left or right hand with dominance • begin to control crayons and markers to color within the lines • cut out simple pictures and shapes, using another hand to move the paper • use small precise finger movements to control tweezers, tongs, and string beads • use a 3-point finger grip when writing • eat using utensils correctly
<p>Social-Emotional Skills</p>	<p>In Quarter 2, the Kindergarten students work to:</p> <ul style="list-style-type: none"> • develop an increased attention span (10 or more minutes on a task) • manage classroom routines, rules, and procedures with occasional reminders • take care of personal belongings • plan and pursue a variety of appropriately challenging tasks • control strong emotions in an appropriate manner • listen attentively and follow directions • manage time to complete tasks and achieve goals • use appropriate language to ask for wants and needs • demonstrates curiosity and interest in learning • take turns and share with others • initiate, join in, and sustain positive interactions with a group of 2-3 children • use words to solve problems • recognize the feelings of others • show empathy and care for others





Kindergarten: Learning Overview for the Third Quarter

2020-21

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 3, the Kindergarten students:</p> <ul style="list-style-type: none"> ● build fluency in touching and counting quantities to 10 and rote counting to 20 ● use mathematical vocabulary to describe and compare the length, weight, and capacity of objects (e.g. tall, short, heavy, light, more than, less than, same as) ● use a variety of tools to measure and compare the length, weight, and capacity, including linking cubes, balance scales, and containers ● explore conservation of volume with sand or water ● find objects that match given length, weight, and volume comparison statements ● identify first and last in scattered, linear, and circular configurations with 2–10 objects ● match to determine if there are not enough, exactly enough, or more than enough with some extras. ● count and match sets of up to five objects to compare using fewer than, more than, and same as statements ● compare numbers using same as, greater than, and equal to statements
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 3, the Kindergarten students:</p> <ul style="list-style-type: none"> ● with prompting and support, examine and describe the roles of an author and an illustrator ● make connections between themselves and stories/illustrations ● compare and contrast stories relating to the same topic, and identified similarities and differences between them ● ask and answer questions about particular details in a text and retold them to their teachers and friends ● actively and purposefully engage in group reading activities ● strengthen their understanding of the connection between spoken and written words ● through careful listening, identify and match rhyming words ● with prompting and support, identify and pronounce the initial sounds in words ● use a combination of drawing, dictating, or writing to express an opinion about a book or topic, and to compose informative text ● respond to feedback questions and suggestions to strengthen their writing/illustrations by adding detail
<p style="text-align: center;">Interdisciplinary Unit EARTH & SUN</p>	<p>In Quarter 3, the Kindergarten students:</p> <ul style="list-style-type: none"> ● inquire into the impact of the Sun on the Earth ● develop a clearer understanding of how the sun radiates light, and of how light from the sun creates the daytime ● consider some of the ways in which heat from the sun has an impact on the Earth and its inhabitants ● explore the differences between nocturnal and diurnal animals ● learn about the cycle of the seasons in different hemispheres and what causes them to happen

	<ul style="list-style-type: none"> • share information with their classmates about the seasons, explaining how and why they change • design and conduct tests to investigate the effect of sunlight on the Earth's surface • observe, compare and discuss test results
Motor Skills	<p>In Quarter 3, the Kindergarten students work to:</p> <ul style="list-style-type: none"> • sit at the table, and on the rug with correct posture • put puzzles together with ease • copy, print, cut, paste, & paint with a paintbrush • write their own name using cursive script • control crayons and markers to color within the lines • cut out simple pictures and shapes, using another hand to move the paper • use small precise finger movements to control tweezers, tongs, and string beads • use a 3-point finger grip when writing • eat using utensils correctly
Social-Emotional Skills	<p>In Quarter 3, the Kindergarten students work to:</p> <ul style="list-style-type: none"> • develop an increased attention span (15 or more minutes on a task) • manage classroom routines, rules, and procedures with occasional reminders • take care of personal belongings • practice self-direction in choosing and completing tasks • plan and pursue their own goal until it is reached • sustain attention to tasks over days or weeks • control strong emotions in an appropriate manner • listen attentively and follow directions • manage time to complete tasks and achieve goals • use appropriate language to ask for wants and needs • demonstrate curiosity and interest in learning • takes turns and share with others • initiate, join in, and sustain positive interactions with a group of 2-3 children • use words to solve problems • begin to take different perspectives • show empathy and care for others





Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 4, the Kindergarten students:</p> <ul style="list-style-type: none"> ● represent numbers or sets of objects from 0-5 with written numerals ● understand addition as adding to and subtraction as taking away ● create and solve addition and subtraction number stories through dramatization, stories, and drawings ● represent and solve addition and subtraction problems using fingers, concrete objects, and drawings ● identify, duplicate, and extend patterns with objects, sounds, and movement ● represent and create patterns with movements and objects ● identify a growth pattern using objects ● fluently count to 20 ● reinforce composition and decomposition of numbers up to 10
<p>English Language Arts [ELA]</p>	<p>In Quarter 4, the Kindergarten students:</p> <ul style="list-style-type: none"> ● retell familiar stories ● ask and answer questions about characters and major events in a story ● identify connections between themselves and their reading material ● actively engage in reading activities showing curiosity about new vocabulary ● describe the roles of author and illustrator ● describe the relationship between illustrations and text ● identify basic similarities and differences between two texts on the same topic ● identify letters and numerals ● identify and match rhyming words ● strengthen their sound-letter correspondence ● use a combination of drawing, dictating, or writing to narrate an event ● gather information from provided sources to answer questions ● collaborate with peers on shared research and writing projects ● give a presentation on an author or a theme studied in class ● write some upper- and lower-case letters in cursive and/or print; for example, the letters in their name ● form plural nouns orally by adding -s or -es with guidance and support ● produce and expand complete sentences during shared language activities ● distinguish shades of meaning among verbs by acting them out e.g. walk, stroll, tip-toe
<p>Interdisciplinary Unit Title: MAPS & LANDFORMS</p>	<p>In Quarter 4, the Kindergarten students:</p> <ul style="list-style-type: none"> ● inquire into the ways in which maps can be used to locate and represent the different landforms that cover the surface of the Earth ● use maps to locate places in their home ● use positional words to identify locations in the house (near/far, left/right, above/beneath, etc.) ● identify physical features (mountains, hills, rivers, lakes, roads, etc.) ● use maps and globes to locate land and water features ● investigate how maps and globes are made ● created their own 'bird's eye view' maps of home and school
<p>Motor Skills</p>	<p>In Quarter 4, the Kindergarten students work to:</p> <ul style="list-style-type: none"> ● sit at the table with correct posture ● copy, print, cut, paste, & model with play dough ● write their own name in cursive and/or print ● develop improved control of colored pencils, crayons, and markers to color within the lines ● cut out simple pictures and shapes, using another hand to move the paper

	<ul style="list-style-type: none"> • use small precise finger movements to control different fine motor tools • use a 3-point finger grip when writing
Social-Emotional Skills	<p>In Quarter 4, the Kindergarten students work to:</p> <ul style="list-style-type: none"> • develop an increased attention span (15 or more minutes on a task) • plan and pursue their own goal until it is reached • sustain attention to tasks over days or weeks • control strong emotions in an appropriate manner • listen attentively and follow directions • manage time to complete tasks and achieve goals • use appropriate language to ask for wants and needs • demonstrate curiosity and interest in learning • takes turns and share with others • initiate, join in, and sustain positive interactions with a Zoom group of peers • use words to solve problems • begin to take different perspectives • show empathy and care for others



Additional Areas of Learning

The entire learning complement for a full-day student in Kindergarten also comprises weekly scheduled classes for Spanish (1), Music (3), Physical Education/ Health & Wellness (2), and Social-Emotional Learning (1). In addition to acquiring and developing skills and dispositions specific to each of these particular areas, the students also have a range of opportunities to explore the focal concepts of their Interdisciplinary Units through different learning lenses.

- **Spanish**

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our ‘additional language’ choice in the Early Childhood House. In Kindergarten our students enjoy a balanced range of learning experiences aimed at developing their interpersonal communication, their presentational speaking and pre-writing, and their interpretive listening.



- **Music**

Through listening to and producing their own musical sounds, our Kindergarten students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.



- **Physical Education (PE)**

PE classes in the Early Childhood House are designed to encompass and address all areas of our students’ physical development. Across the school year, the activities our Kindergarten students participate in are varied and balanced, and provide them with the opportunities they need in order to develop their determination, strength, coordination and collaborative skills.



- **Social & Emotional Learning (SEL)**

Over the course of the school year, our young learners in Kindergarten explore SEL themes in a variety of ways. Facilitated by our Early Childhood Counselor, weekly social-emotional classes support children in developing skills needed to express and regulate their emotions in appropriate ways. Kindergarten children explore their feelings and relationships through interactive stories, modeling, role play, guided discussions, and hands-on activities.

In addition to weekly classes, our young learners participate in monthly presentations to explore topics such as diversity, kindness, inclusiveness, and global citizenship. These



concepts are reinforced through read-aloud, conversations, and activities with their classroom teachers throughout the month.

Each school day, the children take part in meeting/circle times with their homeroom teachers. These moments are precious and provide regular opportunities for the children to share thoughts, feelings, and experiences: at the beginning of the school year, they share ideas for their class agreements; as the year gets underway, they talk about their day - the lows, the highs, the reasons why; they showcase special news they may have for their teachers and friends; and they discuss themes and topics from SEL classes or monthly presentations in relation to their own experiences.

Social and emotional learning is further supported by implementation of Conscious Discipline strategies and approaches, as well as our promotion of The Panther Way: respect for self, others, and the environment.

