

# Block Center

The child becomes involved in physical, intellectual, creative, social emotional, and open-ended play.



## Children are learning to:

- **Develop concepts** on shape, size, balance, contrast, one-to-one correspondence, counting, matching, sorting, spatial relationships, grouping, classifying, problem-solving, measurement, leverage, geometric shapes, etc.
- **Social skills development**, collaboration, cooperation, sharing, initiating
- **Exploration of materials** by heaping them in piles, stacking, lining them up, creating patterns, loading and dumping, carrying them and fitting them back on the shelves.
- **Pretend and imitate** combining blocks with other toys such as little people, animals, transportation vehicles and creating play scenarios with houses, barns, rivers, lakes, boats, roads, and fences.
- **Play games** with their own made up rules.
- Make their **plan and express** their intentions; solving problems that arise with materials and peers.
- **Learn about** spatial relations, logic and number concepts and they sort and compare objects and people; they notice similarities and differences.

## Ask open-ended questions:



- “What if ...?”
- “What made you choose...?”
- “Can you tell me about ...?”
- “What do you think ...?”
- “How would you ...?”
- “What happens when ...?”

# Art Center

Promotes a sense of artistic inquiry by focusing on the artistic process and exploring with materials, patterning, spatial relationships, and problem solving.



## Children are learning to:

- Be creative and imaginative, while expressing themselves
- Learn concepts such as colors, shapes, lines, properties, textures, numbers, counting, adding and subtracting, etc.
- Learn about cause and effect, do some problem-solving, learn sizes, symmetry, design, balance, patterns, etc.
- Develop fine motor and eye-hand coordination
- Explore: by stirring, rolling, cutting, twisting, folding, flatten, drip, blot, fit things together and take them apart,
- Learn to combine and transform materials, fill up surfaces with color, paste, or paper scraps, pieces of old jewelry, fabrics cotton balls, paper, cardboard, etc.
- Make things: pictures, books, weavings, movie tickets, menus, cards, hats, robots, birthday cakes, cameras, fire trucks, microphones, coke cans with suds, binoculars.

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## Ask open-ended questions:



- “How could you ...?”
- “How did you get that ...?”
- “Can you describe ...?”
- “Tell me about your ...?”
- “What are your plans for ...?”
- “What could you create ...?”

# Computer Center

Involves the child physically, intellectually, creatively, social-emotionally, and open-ended play.



## Children are learning to:

- Navigate through software programs designed to enhance development
- Use the names of a variety of computer devices
- Can operate voice/sound recorders and touch screen
- Use software to express their own ideas
- Coordinates sequence of body movements to perform tasks
- Shows control of tasks that require eye-hand coordination
- Shows understanding by following two-step oral directions
- Uses language for different purposes
- Uses letters and symbols to make words or parts of words
- Takes care of and manages classroom materials
- Follows class rules and routines

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## Ask open-ended questions:



- “How could you write ...?”
- “How did you get that ...?”
- “What happens when ...?”
- “Tell me about your ...?”
- “What are your plans for ...?”
- “How did you open the ...?”
- “What is the first thing ...?”

# House / Kitchen Center

Involves the child physically, intellectually, creatively, social-emotionally, and open-ended play.



## Children are learning to:

- Understand and experience the adult world through imitation
- Express feelings and emotions
- Understand their world better
- Imitate grown-ups thus experience a sense of power
- Develop their creativity and imagination
- Practice different roles
- Use abstract thinking when improvising and symbolic use of items
- Explore by stirring, filling, emptying, pouring, shaking, mixing, rolling, zipping, buttoning, folding, snapping, brushing, and by trying-on and removing clothing.
- Solve problems as they arise with the materials and with each other
- Make plans and carry them out
- Pretend and imitate they can cook, serve, eat “meals”, care for babies, go shopping, go to work, dress up, have parties; go to weddings, and movies, go to the beauty shop and pretend to put on make-up
- Work with others, express their feelings and use elaborate language, discuss rules of play and make up their own rules
- Act out familiar roles and re-enact events they have experience



## Ask open-ended questions:

- “What made you choose ...?”
- “May I come in and ...?”
- “What are your plans for ...?”
- “Tell me about your ...?”
- “What happened when ...?”
- “What can I do to help ...?”

# Library Center

Promotes early literacy development, knowledge of books, motivation to read, use of technology.



## Children are learning to:

- Love and appreciate books and literature
- That books are sources of information and can answer our questions
- Pre-reading concepts such as the written word is talk written down, made with symbols and stories are read from right to left, top to bottom, how to sequence; letter recognition; language patterns and development; new concepts and vocabulary; etc.
- Explore print materials such as picture books, big books, predictable books, poetry, informational books, newspapers, catalogs, magazines, etc.
- Create and write stories, notes, pictures, journals, and books.
- Learn to enjoy books and stories being read or reading themselves, and begin writing and reading words themselves
- Pretend to read by following the pictures, learn to care for books, parts of the books, and share stories with each other

## Ask open-ended questions:



- “What are you reading ...?”
- “What do the pictures say ...?”
- “What happens at the end ...?”
- “How did the story start ...?”
- “What are your plans for ...?”
- “Tell me about your story ...?”
- “What do you think will happen next....?”



# Small Toy Center

Promotes development of fine motor, choice making, independence, manipulation, concepts for patterning, sequencing, matching, seriation.



## Children are learning to:

- Develop their fine motor muscles and control (preparation for holding a pencil)
- Concentrate and complete a task
- Develop their self-esteem and feeling of control and mastery
- Developing concepts such as patterning, sequencing, matching, order
- Explore materials by emptying and filling different containers; taking apart and putting together other materials, making patterns with all kinds of materials; sorting objects and match; using magnets, magnifying glasses and balance scales
- Imitate and pretend while using small toys and structures using small blocks or legos
- Make things out of legos, Tinkertoys, blocks, construction sets, hollow blocks, pegs and pegboard, etc.,
- Play games and make up own roles, role-play stories read in the class room
- Sort and compare objects noticing similarities and differences in the characteristics such as color, shapes, design, size, etc.

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## Ask open-ended questions:



- “How did you do that?”
- “What was the first thing you did?”
- “Tell me about ...?”
- “How did the story start ...?”
- “What are your plans for ...?”
- “How did you solve it?”
- “What can I do to help?”