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.

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

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, socially-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, hallow 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.

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?