

RCS Pre-K



Pre-K classrooms follow the HighScope Curriculum.

Components of the Daily Schedule are described below.

Team Teaching

In team teaching, each staff member is fully engaged in planning curriculum, implementing curriculum both indoors and outdoors, child assessment and supporting family engagement through home visits, conferences, and parent meetings. The work is collaboratively shared.

Large Group Time

At Large Group Time, the whole group of children and adults gather for playing games, making up and singing songs, learning dances, or playing musical instruments. Large Group Time provides an opportunity for each child to participate in a large group, sharing and demonstrating his or her ideas and trying out and imitating the ideas of others. He or she can sometimes be a leader and sometimes a follower. This provides an opportunity for children to learn the social skills of imitation, turn taking, listening to others, and group effort. Adults assist children during Large Group Time by sitting near them, making sure they understand how they can participate, and encouraging them to share their own ideas with a larger group.

Small Group Time

During Small Group Time, each adult meets with 8 children to work on the activities planned by the team, to provide some of the key experiences of cognitive growth. Adults plan Small Group activities around the interests and abilities of the children, allowing for individual ideas and differences. They use this time to observe children, expose them to new materials, and give them a chance to find new ways of using materials they already know.

Planning Time

At Planning Time, adults and children meet together to talk about what each child wants to do and how the child might go about doing it. Children decide for themselves how they will use their work time and the adult encourages the child to say or demonstrate what he or she would like to do. The adult helps them learn how to identify choices for themselves. Children who plan for themselves see that they can make things happen. They begin to view themselves as people who can decide and who can act on their own decisions.

Work Time

Work Time is the heart of the preschool day. The children may use the entire classroom to explore, learn new skills, try out ideas, and put together what they know in ways that make sense to them. Adults move among the children, observing and helping as needed. During Work Time, a child and adult may work together on various skills such as fine/gross motor activities or identifying numbers, colors, and shapes.

Clean-Up Time

During Clean-Up, children put away the toys and materials they have been using. They may also wipe tables, wash paint brushes, jars, or cooking utensils, and sweep or vacuum floors. As they sort, pile, stack, empty, and fit together materials as they clean up, they learn where things go and that similar things go together. This helps them begin to understand the system for finding things they need. The symbols on the shelves stand for real objects, a realization necessary for reading. Sorting things, putting materials back, and cleaning up also helps children see that clean-up is a part of any activity. Adults assist children during Clean-Up by encouraging them to clean up throughout Work Time. Adults warn the children toward the end of Work Time that in a few minutes it will be Clean-Up time, giving a clear and consistent signal that Clean-Up has begun, defining specific individual tasks for children who are having difficulty understanding what constitutes Clean-Up and assisting in Clean-Up activities.

Recall Time

Recall Time gives children the opportunity to remember and represent what they did during Work Time. By looking back at what they have done, children can start to see the relationship between their plans and their activities and can develop more awareness of their own actions and ideas. In the process of recalling, children attach language to their actions. Talking about, recalling, and representing their actions help children evaluate and learn from their experiences. Recalling in a small group helps them get ideas from each other about things they might like to try.

Rest Time

As a state licensed program, we are required to have quiet/rest time in classrooms that operate for more than 5 hours a day. The children are not forced to sleep but they must lie quietly on their rest mats for the entire rest period. Books, crayons, and other quiet toys will be provided to those who do not sleep.

Outside Time

Outside Time is when children can run, jump, skip, climb, slide, race, hide, and dig. Aside from the obvious advantages to their health and well-being, the main rationale for Outside Time is that it enables children to try out Work Time ideas and discoveries outside the classroom. Outside Time is less constricted and intense than work time. Some otherwise quiet children can open up, talking and working with other children more freely than they do inside. As they play, adults talk with children about what they're doing and help them solve problems.