

STAGE I TYPICAL DAY

Preschool: for children ages 2½ to 5

Stage I offers gifted children half-day and full-day programs that provide the best of what early childhood education and The Roeper School have to offer. Our unique and dynamic program creates a purposeful balance between play, social/emotional learning, an appreciation for the developmental stages of learning, and the celebration of intellectual curiosity. We craft our curriculum around the interests and passions of children. Experienced and passionate teachers serve as both facilitators and collaborators as they promote and guide learning in our nurturing settings.

Roeper offers two similar Stage I programs to accommodate the varied needs of families:

Stage I “Hill House” is for children, ages 2½ to 5, who enroll **two, three, or four half or full days**. Our Hill House setting has welcomed young children to their first school experience for nearly 75 years. This flexible program allows children the time and space to adapt to the school setting at their own, developmentally-appropriate pace. In this self-contained classroom, homeroom teachers deliver the curriculum through a variety of hands-on math, language arts, science, movement, art, and music activities.

Stage I “Domes” is for children, ages 3 to 5, who enroll **five days (any combination of full or half)**. In the Domes, we offer a unique program that allows children the time and space to delve deeper into projects and passions. Homeroom teachers use a project-based approach and there are weekly classes taught by specialists in science, art, music, dance, French, physical education, and library. The proximity to our Stage II (K- first grade) classrooms helps ensure a seamless transition to the full Roeper program for years to come.

The following is a general overview that changes with the needs and interests of the children, letter days, and special events:

STAGE I HILL HOUSE

8:10am	Classrooms open
8:10 – 10:00am	Open exploration and/or activities and projects (art, science, music, etc.)
10:00 – 11:00am	Morning meeting, snack, and project-based learning activities
11:00 - 11:45am	Outdoor or gross motor room play
11:45am	Dismissal for half-day students
12:00 - 12:45pm	Lunch for full-day students
1:00 - 2:00pm	Rest/quiet time
2:00 - 2:50pm	Snack and afternoon activities
2:50 - 3:10pm	Outdoor play and end of day gathering
3:10pm	Dismissal

STAGE I DOMES

8:10am	Classrooms open
8:10 – 9:15am	Open exploration
9:15 - 10:00am	Morning meeting, snack, and project-based learning activities
10:00 - 10:20am	Outdoor or gross motor activities
10:20 - 11:30am	Special classes or small group activities
11:30 - 11:45am	Story Circle and morning reflections
11:45am	Dismissal for half-day students
12:00 - 1:00pm	Lunch for full-day students
1:00 - 1:30pm	Rest/quiet time
1:30 - 2:30pm	Theme-based explorations and snack
2:30 - 3:10pm	Outdoor play and end of day gathering
3:10pm	Dismissal

CURRICULUM

Our Authentic, Developmental Approach:

Focusing on the social, emotional, intellectual, and developmental needs of each individual is a core tenet of our school philosophy. First and foremost, each child is respected and acknowledged as an individual with unique and diverse gifts. We help them recognize that each of us works not in isolation, but in relationships with children and adults in our community. Seeing the world through another’s eyes, and respecting the needs of others, can be new to young children. Helping them learn to take turns, verbalize their frustrations, and self-advocate are life-long skills that will help them value all these relationships, which are interconnected and reciprocal. Stage I is the foundation for the development of literacy and mathematic skills through hands-on activities and explorations.

continued

WITH HOMEROOM TEACHERS

Language Arts	Literacy is embedded in everything we do each day. We respond to children’s natural curiosity and to their interest in learning letter/sound relationships, reading environmental print, and writing notes to friends. Activities include journal writing, dictating words for their illustrations, games, and reading of quality literature to strengthen their love of books. Through many conversations, both individually and with the group, we work with children on strengthening their speaking and listening skills.
Math	Daily opportunities are also available to explore math activities and lessons that focus on developmentally-appropriate number sense, problem-solving, patterns, relationships, shapes, spatial awareness and measurement. The senses play a primary role in the learning process – children must be able to touch, move, listen, see, and hear in order to fully process something. Math activities may include building, cooking, pattern blocks, creating graphs, counting the school days, and going on number hunts. Many learning opportunities present themselves during child-selected play.

WITH HOMEROOM OR SPECIAL TEACHERS*

Physical Education	To develop the physical self at this age, we concentrate on body awareness, gross motor as well as rhythmic skills, and manipulating objects. We share, take turns, help others, cooperate, and follow both verbal and visual directions. Safety is addressed when using equipment and when all children are moving together.
Music	Activities include differentiating between speech and singing, singing in tune, development of beat, simple iconic representations, vocal chants, games involving kinesthetic movements and social skills, and respecting instruments.
Art	The primary goals of the visual arts program are to give the very young child a sense of confidence through artistic experiences and to encourage the use of art as a form of self-expression. Learning is accomplished through touching, feeling, and manipulating art materials to learn about colors, lines, textures, and shapes.
Dance/Movement	Stage I children love to explore their imaginations and express themselves through movement and music. Learning is accomplished through creative movement games, manipulation of props, improvisation, theme dances, and music interpretation. Children gain confidence, body awareness, balance, and coordination, while developing social skills such as sharing, taking turns, cooperating, and respecting personal space.
French	Our Lower School is unique in that we introduce two languages, French and Spanish, to children once they are in Stage III (second - third grade). Currently, French is introduced during the Stage I Domes program. As the year progresses, children begin to hear and comprehend French, and learning draws upon the themes studied within the homeroom. Activities include songs, poems, dialogues, illustrations, handouts, and games.
Library	Stage I classes visit the library for a read-aloud, related activities, and to borrow books. Students listen to books and participate in discussions that encourage critical thinking and engagement with texts. They begin to make connections between their own experiences, themes, and topics they are learning about in class, and the stories and information books we share during library class. Students also begin learning where and how to find picture books and information books of interest in the Children’s Library.
Science	Hands-on experiences, campus walks, exposure to relevant literature and materials, physical participation, games, informal discussions, and incidental lecture are all methods used to expand the children’s understanding of various concepts. The goal is to enhance each child’s enthusiasm and interest in science and his/her ability to question and problem-solve.

* Homeroom teachers in Stage I “Hill House” provide learning in the various subjects in the Hill House setting and also make use of the library and gym spaces. In Stage I, “Domes” specialist teachers offer these subjects in dedicated spaces outside of the homeroom.