

NEST

Program Guide



2021-2022 School Year

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Welcome to the Nest!

At Wingra School, “Nest” is the term used to describe the two classrooms (Rooms 100 and 102) comprised of five, six, and seven year-olds. Students at Wingra begin in the Nest, and then travel to the Pond, the Lake, and then upstairs to the Sky. Wingra is the Ho-Chunk word for “duck,” so we use these names for our classroom levels to signify the progression of our children through their Wingra experience.

The two Nest classrooms are one community. We begin and end each day all together for Morning Meeting and Closing Circle. We are together for morning break, snack times, read-alouds, unit project time, quiet time, and many other times during the day including choice times. Depending on the activity, students may work in either classroom in a variety of groupings. Our goal is for students to feel included in the whole Nest community.

The Nest Teaching Team works with all the students of the Nest, striving to form individual connections and relationships with every Nest student and family. The Nest teachers contribute to observations and assessments of students and are available to discuss individual student development.

The Nest classroom provides a nurturing environment for children to develop at their own pace, socially, emotionally, physically, and academically. Students have time for structured and unstructured play, both indoors and outdoors throughout the day. Important components of the Nest classroom include learning the value of community, making friends, practicing conflict resolution, and making choices.

Multiage classrooms with two-year placements provide opportunities for natural leadership growth, a greater sense of self-confidence, and deeper friendships and relationships with peers and teachers. Students, families, and teachers benefit greatly from the increased knowledge and insights gained through a longer shared experience with each other.



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Features of a Progressive Education at Wingra School

Progressive Educators

Wingra educators are highly knowledgeable about child development and work to address the trends and challenges of modern childhood. They co-create developmentally appropriate curriculum with their teaching team and students, bringing their own creativity, insight, and love of learning into the classroom. Our teachers have a clear understanding of the progressive philosophy of the school and a strong commitment to it. Staff members collaborate and engage democratically to make decisions about most aspects of our program. Their dedication, expertise, and teamwork are what make progressive teaching practices possible at Wingra.

Developmentally-Appropriate Child-Centered Practice

Our practice is grounded in an understanding of how children grow, develop, and learn. We include active and interactive learning experiences, varied instructional strategies, a balance between teacher-directed and child-initiated activities, integrated curriculum, and learning centers. Students are children and it is important to allow ample time for laughter, play, discussion, quiet time, and snacks. Learning is not a race timed by age or a competition or defined by a finite skill set. Children learn on a continuum; they move from easier to more difficult concepts and from simple to more complex strategies at their own pace. Teachers help students understand how they learn and their own areas of strength, challenge, and opportunity. Students are taught to exercise their voice in their own learning process and to make choices, set goals, keep track of their progress, and reflect on their growth and learning.

Integrated Thematic Curriculum

Teachers create integrated curriculum based on thematic units of study. Content is introduced and extended through diverse, open-ended learning experiences designed to challenge students at different levels. As a group of learners becomes immersed in this shared inquiry, there are opportunities for individuals to pursue particular areas of interest.

Multi-Age Classrooms

We see tremendous value in a range of learners working together. Teachers create curriculum based on their knowledge of child development and on the actual students in their classrooms. The stronger the relationship between teacher and child, the more engaging and differentiated the program can be. Students benefit from the cycle of being “youngsters” one year and “olders” the next as they are gaining familiarity, are known deeply, and have the opportunity to lead and learn from each other. School-wide, children ages 5 to 14 interact in many ways. We deliberately create opportunities for students of all ages to learn with and from each other.

Outdoor Learning

Spending time outside is good for the health and growth of students’ bodies and minds. We notice the cultivation and the release of energy when we go outside with students and we take special care in carving out time to be outside for a variety of activities including play, nature-based science education, field trips, neighborhood walks, and other classroom and school activities. Each level integrates time outdoors and environmental stewardship into their

curriculum in unique ways, and we dedicate one day each year to spending the entire day outside as a whole school.

Service Learning

Engaging in service learning gives students the opportunity to connect to people, places, and issues within our school, neighborhood, city, and world. Our students become actively engaged citizens and stewards while having a genuine impact. Service learning projects have a compelling sense of purpose that resonates strongly with educators, students, and partners.

Community Focused

School and classroom communities are carefully nurtured through attention to relationships and routines that promote feelings of safety and belonging. People at Wingra know each other and are known well. We teach students to be compassionate, supportive, and inclusive through an intentional social curriculum.

Authentic Assessment

The purpose of assessment is to give each learner and their educators and family an authentic picture of the child's present level of understanding and growth, so that learning strategies can be devised and modified as needed. Working together, the student, family and educators identify learning goals and evaluate the student's success in reaching those goals. Each student's development is assessed by means of regular observation, documentation, reflection, dialogue, and conferences. We do not use tests or letter grades, preferring to describe students as learners broadly and deeply in narrative form and through work sampling in a growth portfolio.

Parent Involvement

Parents are seen as important partners in student learning. A continuous exchange of information is critical to keeping parents informed and involved. Partnerships are enhanced and solidified due to the time spent together on behalf of the child, recognizing and supporting shared goals. Opportunities exist for parents to be involved in many aspects of the school and program.

For the Public Good

As an independent school we have the autonomy to design and implement the kind of program we know is best for children. Wingra's founders' original intent was not to create a new school but to demonstrate to the Madison school district a more child-centered, multi-age approach in the hopes that they would implement it within the public schools. To this day, we strive to connect with other educators, education leaders, and schools to inquire, visit, and gather information about each other's programs to learn and grow together.

The Nest Program

Beliefs and Goals

We believe that...

- ❖ Children learn at different rates and in different ways.
- ❖ Children learn from individuals as well as group experiences.
- ❖ Children learn when they are actively involved.
- ❖ Children have varied and continually changing interests.
- ❖ Children learn from each other.

Our goals are...

To create a sense of community so that...

- ❖ Children will feel safe and comfortable at school.
- ❖ Children feel included.
- ❖ Children are provided with opportunities to develop relationships with teachers and students outside their classroom.
- ❖ We respect individual differences and embrace diversity.
- ❖ Children develop a sense of ownership of their space.

To maximize classroom integration and encourage children to...

- ❖ Assist their peers in the construction of knowledge.
- ❖ Collaborate and cooperate with each other.
- ❖ Value and respect different learning rates and styles.

To facilitate healthy classroom dialogue where children are...

- ❖ Provided with opportunities for reflection, self-expression, self-evaluation.
- ❖ Provided with opportunities to acquire, expand, and enrich understanding.
- ❖ Provided with opportunities to assume the role of mentor, leader, and friend.
- ❖ Encouraged to empathize.
- ❖ Encouraged to develop problem-solving skills.

The Nest Program

Daily Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------------|---|---------------------------------|---|-------------------------------|---|
| 8:30-8:50 8:50-9:00 | Arrival Centers Transition | Arrival Centers Transition | Arrival Centers Transition | Arrival Centers Transition | Arrival Centers Transition |
| 9:00-9:15 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
| 9:15-10:15 | Math Time | Math Time | Math Time | Math Time | Number Corner Construction Time/Hike/Song Books |
| 10:15-10:45 | Snack and Morning Break | Snack and Morning Break | Snack and Morning Break | Snack and Morning Break | Snack and Morning Break |
| 10:45-11:45 | Literacy Time | Literacy Time | Literacy Time | Literacy Time | Library Time/ CGI Math |
| 11:45-12:45 | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess |
| 12:45-1:15 | Quiet Time | Quiet Time | Quiet Time | Quiet Time | Quiet Time |
| 1:15-3:00 | (1:00-1:45) Mixed-Age Games (1:45-2:00) Closing Circle (2:00) Dismissal on Mondays | Music and Spanish | Unit Project If time: Choice Time | Wellness Art | (1:15-1:45) Sharing Time (1:45-3:00) Exploration Groups |
| 3:00-3:15 | Closing Circle | Closing Circle | Closing Circle | Closing Circle | Closing Circle |

The Nest Program

Description of Activities

Arrival Centers: This year, we are holding our arrival time outside on the playground, weather permitting. We transition indoors at 8:50.

Morning Meeting: At morning meeting, we greet one another, have a movement break, conduct a poll of the day, and review the daily schedule. At other group times during the day, we may present concepts, play a game, have discussions, sing songs, read a book, or participate in other activities.

Math Time: There are two components to our math curriculum. One component is a hands-on, standards-based curriculum called *Bridges*. This curriculum has three parts: Number Corner (calendar activities, counting the days of school, and games and activities to promote computational literacy), Problems and Investigations (group lessons and activities), and Work Places (independent or partner games and construction to practice math skills and concepts). The second component is a problem-solving approach called Cognitively Guided Instruction (CGI), a time when children solve story problems relating to our theme.

Literacy Time: We use a curriculum called *Logic of English*, which is based on the Science of Reading. The components of this curriculum include: phonemic awareness, phonics, handwriting, spelling, and comprehension and fluency. Expectations are based on each child's needs and abilities. We also have 1:1 or small group reading time with Nesters. Students also participate in Literacy Centers that enhance and extend skills they are working on with teachers. In addition, we use *Handwriting Without Tears*®, a program that emphasizes learning to print in a multisensory way through music, large motor movement, and a variety of small motor activities. The program was developed by Jan Olsen, an occupational therapist, to be used in schools, home, and therapy settings as children are developing as writers. HWT aims to make legible and fluent handwriting an easy and automatic skill for all students.

Snack: Snack is available mid-morning.

Morning break: Students choose among structured and unstructured activities, as well as teacher-directed and child-directed play. It is usually on the back playground. During snowy or extremely cold weather, morning break is held indoors.

All-School Recess & Lunch: Recess takes place on the front or back playground on alternating days. After recess, Nest students eat lunch outdoors, weather permitting.

Quiet Time: This school-wide time is scheduled for fifteen minutes to one half hour daily. Children and adults are given an opportunity to rejuvenate for the afternoon through drawing, writing, reading, or relaxing.

Mixed-Age Games: Occur most Monday afternoons. During this time, Nesters meet with other levels (Pond, Lake and Sky) to play games together to build a school-wide community.

Unit Projects: May consist of social studies activities, science exploration and experiments,

field trips, dramatic play, songs, art projects, and cooperative games relating to our unit of study.

Wellness is taught through a combination of cooperative games, skill work, mindfulness, and large gross-motor physical activities.

Music focuses on singing, playing musical instruments, learning simple musical notation, creating and sharing musical pieces, as well as listening to and appreciating music.

Library time allows children an opportunity to visit the library to check out books, learn library skills, and to become familiar with a variety of authors and illustrators.

Art begins with a lesson and discussion about a particular art technique, artist, or concept. Children create a process-oriented art project using a variety of media.

Tech Time gives the children a chance to learn and explore technical skills using computers, iPads, digital cameras, etc..

Sharing Time is once a week when Nesters can bring an object from home to share or share “news” with the class. After Sharing Time, we have “sharing choice time” when Nesters can take a closer look at and play together with the sharing items.

Construction Time, Hike Time, and Songbook Time are on alternating *Friday afternoons*. Construction Time is a time for students to use their imaginations and work cooperatively with others, enhancing their problem solving and communication skills. Hike Time is a time for us to get into the outdoors and enjoy the natural areas around the school grounds in all seasons. Songbook Time is a time for students to sing together. We compile the songs we learn (sometimes inspired by our units of study) into a book to use during this time.

Exploration Groups are composed of mixed-age students and have teachers and staff from different areas of the school together in a group to hike, explore, and play in the natural areas and parks that we are so lucky to have in close proximity to Wingra School.

Closing Circle is a time to share gratitudes from our day.

The Nest Program

Cognitively Guided Instruction

Cognitively Guided Instruction (CGI) is one component of our math curriculum. It is an approach developed at UW-Madison. Teachers listen and observe how children solve problems and build on the knowledge they already have. Children are encouraged to solve problems in different ways that make sense to them and to share their strategies with one another. This leads to greater understanding and flexibility in thinking. They are also asked to record their strategies. The process of solving the problem is as important as the answer itself.

Teachers carefully choose problems types and numbers to facilitate the mathematical growth of each child. The story problems that we write are based on a read-aloud related to our thematic unit, which provides a meaningful context for the students. The chart on the following page shows different types of problems used in the classroom. The problem types generally become more difficult to solve moving down and across the chart.

Common Progression of Problem Solving

Direct Modeling

Children act out the problem using manipulatives such as cubes, paper and pencil, fingers, or Base 10 blocks.

Counting Up or Down

When using a counting strategy, children “keep” one number from the problem in their head and count up or down to reach the solution. A number line is often used as a transitional tool from direct modeling.

Number Facts

Children use number facts throughout the different stages of problem solving. They build on facts they already know (doubles, sums to ten, skip counting, etc.) and use them to learn new facts.

Invented Strategies

When children have a thorough understanding of the place value system, they begin to use invented strategies. One common strategy is to add the tens together, then the ones, and then combine them for the solution.

**It is important to note that children will move among different groups and use different strategies depending on the type of problem and/or the size of the numbers used.

CGI Problem Types

| | | | |
|---|---|---|---|
| <p>Join</p> | <p><u>Result Unknown</u> Connie had 5 marbles. Jim gave her 8 more marbles. How many marbles does Connie have now? $5+8=\square$</p> | <p><u>Change Unknown</u> Connie had 5 marbles. How many more marbles does she need to win to have 13 marbles all together? $5+\square=13$</p> | <p><u>Start Unknown</u> Connie had some marbles. Jim gave her 5 more marbles. Now she has 13 marbles. How many marbles did Connie start with? $\square+5=13$</p> |
| <p>Separate</p> | <p><u>Result Unknown</u> Connie had 13 marbles. She gave 5 marbles to Jim. How many marbles does she have now? $13-5=\square$</p> | <p><u>Change Unknown</u> Connie had 13 marbles. She gave some marbles to Jim. Now she has 5 marbles. How many did she give to Jim? $13-\square=5$</p> | <p><u>Start Unknown</u> Connie had some marbles. She gave 5 to Jim. Now she has 8 marbles left. How many marbles did Connie have to start with? $\square-5=8$</p> |
| <p>Part-Part Whole</p> | <p><u>Whole Unknown</u> Connie has 5 red marbles and 8 blue marbles. How many marbles does she have altogether? $5+8=\square$</p> | | <p><u>Part Unknown</u> Connie has 13 marbles. Five are red and the rest are blue. How many blue marbles does Connie have? $13-5=\square$ or $5+\square=13$</p> |
| <p>Compare</p> | <p><u>Difference Unknown</u> Connie has 13 marbles. Jim has 5 marbles. How many more marbles does Connie have than Jim? $13-5=\square$ or $5+\square=13$</p> | <p><u>Compare Quantity Unknown</u> Jim has 5 marbles. Connie has 8 more than Jim. How many marbles does Connie have? $5+8=\square$</p> | <p><u>Referent Set Unknown</u> Connie has 13 marbles. She has 5 more marbles than Jim. How many marbles does Jim have? $13-5=\square$ or $5+\square=13$</p> |
| <p>Multiplication and Division</p> | <p><u>Multiplication</u> Connie has 5 bags of cookies. There are three cookies in each bag. How many cookies does Connie have? $5\times 3=\square$</p> | <p><u>Measurement Division</u> Connie has 15 cookies. She puts 3 cookies into each bag. How many bags can she fill? $15\div 3=\square$</p> | <p><u>Partitive Division</u> Connie has 15 cookies. She put the cookies into 5 bags with the same number of cookies in each bag. How many cookies are in each bag? $15\div 5=\square$</p> |

The Nest Program

Stages of Reading

- ✓ Listening to stories, unaware of print and its functions
- ✓ Picture reading, describing pictures
- ✓ Going through motions of reading: turning pages, tracking print with hands
- ✓ Pretend reading: becoming aware of the need to scrutinize print, making up story, or drawing on memory
- ✓ Using memory reading; sometimes tracking print with hands but not with eyes
- ✓ Scanning for meaning and saying individual words (mostly nouns and verbs) during unison reading or while reading along
- ✓ Listening for repetitive parts of story and chiming in for a few words while scanning text with eyes
- ✓ Generalizing knowledge gleaned from practicing with familiar texts to unfamiliar ones
- ✓ Using context, sentence structure, knowledge of subject matter, and sounds of letters and words to derive meaning from print
- ✓ Reading with fluency and expression

The Nest Program

Ways to Support Your Child in the Nest

To support your child as a **reader and a writer...**

- ✓ Read to and with your child on a regular basis.
- ✓ Take your child to the library.
- ✓ Help your child write notes and letters to others.
- ✓ Write stories and make books together.
- ✓ Create lists together. e.g. grocery lists

To support your child as a **mathematician...**

- ✓ Practice counting (e.g. ones, twos, tens, counting on, counting back).
- ✓ Help your child to learn addition and subtraction facts.
- ✓ Notice math concepts with your family (e.g. recipes, schedules, prices) and use math tools together (e.g. clocks, calendars, calculators, money).
- ✓ Foster a positive attitude about math.

To support your child as a **community member...**

- ✓ Find positive qualities in your child's friendships.
- ✓ Invite friends for get-togethers and encourage new relationships.
- ✓ Talk about conflict in healthy ways.

To support your child as a **learner...**

- ✓ Encourage your child's observations and wonderings.
- ✓ Allow your child to make decisions and learn from mistakes.
- ✓ Look at the newsletter together and talk about activities in school.
- ✓ Communicate your questions, concerns and thoughts with teachers.
- ✓ Accentuate the positive!

Curriculum in the Nest

Although this document delineates subject area and age level, Wingra students engage with these topics through rich integrated thematic units that vary from year to year. It is a living document that represents our child-centered, responsive curriculum as it adjusts to student needs, unique interests, and current events to make the most of each learning moment.

LITERACY IN THE NEST

Philosophy Statement

The Nest language arts program fosters a love of reading, writing, listening, and speaking for pleasure, information, and instruction. These are naturally connected processes and are best learned with an integrated approach. Children value literacy when they can connect it to their daily lives. Children's motivation in literacy development is enhanced by exposure to a rich variety of materials, experiences, and activities in which language plays a key role. We support the children at each stage of development and scaffold them to the next level.

Reading is a developmental activity. We recognize that intellectual maturation, growth, and readiness are naturally uneven processes; children's development can vary widely and affect their progression in reading. We provide a literacy-rich environment with opportunities to read within a meaningful context, gain an awareness of phonics, and practice oral language and listening skills.

We use a process approach to teaching writing. All of the children in our classroom are writers, although the forms of writing they use may vary. Additional writing goals include writing in different genres, cultivating independence, building stamina, and utilizing resources. As long as children are surrounded by print, authentic literature, and have daily opportunities for reading and writing, with adult support, they will move toward sound spelling and conventional writing when they are ready.

Understanding Goals

How do I know myself as a "reader?" What is the purpose of reading? How do I know myself as a "writer?" What is the purpose of writing? How are speaking, listening, reading, and writing related? Why is handwriting important? How can I demonstrate respectful listening? Why do I need to be a good listener? How can I say what I am thinking so that people can hear and understand me? Why is advocating for myself important? How can listening to others and speaking my truth help me make connections in our community?

How can I organize and express my thoughts and feelings clearly to other people through speaking and writing? What types of books do I like to read and to what types of books do I like to listen? What tools and strategies can I use to become a more fluent and expressive reader?

What was important and interesting about what I just read? What is my “just right” reading level? What are all the different ways I can communicate through my own writing? How do I spell the words I want to use when I am writing? Can I write neatly and legibly?

Key Concepts/Skills

Listening and Speaking: Learn to express ideas in a clear, related, and organized way. Learn to listen to others attentively and respectfully when they are speaking. Listen to and make relevant contributions to the whole community, small group, and partner discussions. Listen to others and respond accordingly. Listen to and follow multi-step directions. Develop phonemic awareness: the knowledge of and the ability to manipulate the individual sounds (phonemes) in words.

Reading: Enjoy and comprehend stories in many forms. Interpret stories through pictures and words. Recognize print in the environment and learn the value of words and language in society. Learn letter names, sounds, and word families. Understand that there are many ways to read and many strategies to help one read. Recognize and begin to use picture cues, phonics skills (the study and use of sound/spelling correspondences and syllable patterns), and common sight words to read simple text. Begin to read one’s own writing.

Demonstrate interest in listening to and reading books. Read for pleasure and/or information. Use a variety of strategies to read. Recognize and read common sight words. Read independently in a “just right” reading book daily. Read at an instructional level with an adult each week. Compare and contrast authors’ techniques and styles. Develop fluency: reading text with sufficient speed, accuracy, and expression to support comprehension.

Writing: Understand that writing is used for communication. Demonstrate interest in telling, drawing, dictating, and/or writing a story. Dictate, copy, draw, and/or write ideas, thoughts, and stories to create finished works, such as patterned texts, thematic booklets, poetry, fiction stories, and nonfiction text. Generate topics and write independently. Expand vocabulary to be more descriptive in expressing thoughts and ideas. Write using a variety of sentence structures. Increase writing stamina to be able to write longer passages.

Listen for sounds to help identify letters needed while writing, use sound spelling and/or some conventional spelling. Understand that using “dictionary” spelling is helpful for others to be able to understand one’s writing. Use reasonable estimated and conventional spelling. Learn to read and spell high frequency words.

Learn how to form upper and lowercase manuscript letters, put spaces between words, use simple punctuation, and to write neatly and legibly.

MATH IN THE NEST

Philosophy Statement

Mathematical investigations are an integral part of the daily life in the classroom. Actively thinking, constructing, and communicating mathematical ideas and concepts is emphasized throughout the school day. From calendar work and counting the days of school during Number Corner, to hands-on manipulative exploration and problem-solving during math workshop, students are engaged in building their own mathematical understanding. There is opportunity for deep exploration. Students are given the time and space needed to process concepts and ideas. The emphasis of all of our math work is for students to construct their own knowledge and solve problems in ways that make sense to them.

Overarching Understanding Goals

What is math and how do I use it? How do I become a mathematical thinker? What math manipulative tools are available to me and how do I use them? How can I sort and graph to count, compare, and learn things? How can I learn to count, compare, and develop computational fluency with whole numbers? How do I develop language to describe and compare shapes and relate them to real-world objects? How can I solve real-life problems using numbers? What approaches and strategies will I use? How do I determine which data and information is important? How can I demonstrate and communicate my understanding in written and oral forms? How do two- and three-dimensional shapes relate to each other and the real world? How can I manipulate and describe shapes to create patterns, designs, and structures?

Mathematical Practices

Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Focus Points

Counting and Cardinality: Know number names and the count sequence. Count to tell the number of objects. Compare numbers.

Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.

Number and Operations in Base Ten: Work with numbers 11-19 to gain foundations for place value. Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.

Measurement and Data: Describe and compare measurable attributes. Classify objects and count the number of objects in categories. Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data.

Geometry: Identify and describe shapes. Analyze, compare, create, and compose shapes. Reason with shapes and their attributes.

SCIENCE AND ENGINEERING IN THE NEST

Philosophy Statement

Every science inquiry starts with noticing, wondering, and exploring. Much of children’s natural curiosity and wonder is driven through their play. Ample opportunities for free explorations and discoveries give time and space for questions to develop. After making observations, children ask questions to find out more information. In turn, their questions inspire investigations during which children engage in more focused explorations.

The explorations are drawn from life, physical, and earth/space sciences in ways that are meaningful to children based on experiences in their daily lives. These inquiries are built around important science ideas, which are developmentally appropriate and accessible to children’s direct exploration. They include phenomena/events that children can dive into deeply and over time and are engaging, challenging, and fun. Providing guiding questions at critical times helps provide a connection between a child’s background knowledge and new experiences.

Overarching Understanding Goals

What is science? What do scientists do? How does making observations help me discover scientific truths based on evidence? What can I learn through testing and revising my theories? What are patterns in the natural and human-made world that I can observe and describe? What is a “cause” and what is an “effect?” How can I observe, experiment, and describe different causes and effects? What words can I use to describe, compare, sort, classify, and measure things that I see? What is a model? How do models help me understand objects and organisms and how do I apply that understanding to a bigger system? How does the matter and energy of objects change? How does the shape and design of objects affect their function? How do things change over time? What factors affect that change?

Concepts, Processes, and Skills

Ask questions and define problems about objects and events around them. Explore materials, objects, and events by acting upon them and noticing what happens. Use all senses to make careful observations of objects, organisms, and events. Describe, compare, sort, classify, and order in terms of observable characteristics and properties. Use a variety of simple tools to extend observations (a hand lens, measuring tools, eye droppers, a balance). Engage in simple investigations including making predictions, gathering and interpreting data, recognizing simple patterns, and drawing conclusions. Record observations, explanations, and ideas

through multiple forms of representation including drawings, simple graphs, writing, and movement. Work collaboratively with others. Share and discuss ideas and listen to new perspectives. Develop and use models. Plan and carry out investigations. Analyze and interpret data. Use mathematics, computational thinking, and literature as integrated components of science. Construct explanations and design solutions. Engage in argument from evidence. Obtain, evaluate, and communicate information.

SOCIAL JUSTICE IN THE NEST

Philosophy Statement

Our Social Justice curriculum is grounded in the everyday life of our classroom and school community, gradually expanding to include the wider community around us. At this age, children move through the developmental continuum of parallel play to working with others. During this important transition, students need scaffolding to help develop empathy, broaden their worldview, learn conflict resolution skills, and encourage them to become advocates for themselves and others. Children learn the power of their own voice and how to use it. We foster critical thinking skills through discussion, activities, literature, and real-life experiences. Together, we examine dominant culture with a critical eye, modeling ways to identify bias, question injustice, and, when appropriate, take action.

Understanding Goals

Who am I? Who are you? Who are we? How can we learn together? How can I be a friend in this community? How can I feel good about myself without being mean or making other people feel bad? How can I recognize and solve problems in our community? How do my words show appreciation and respect? How can we build an inclusive community?

Focus Points

Identity: Develop a positive self-image. Expand vocabulary to describe family, group identity, and classmates as friends. Learn how friends behave toward one another. Recognize and express emotions appropriately. Recognize and voice your own ideas and preferences. Understand personal strengths and challenges. Develop awareness of belonging to many group identities, while maintaining a sense of one's own uniqueness. Learn how to handle success and disappointment responsibly. Recognize that each person can make a difference. Realize that everybody matters.

Diversity: Appreciate similarities and differences in friendships and be friendly to anyone. Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity group. Display a curiosity about other people and their experiences. Recognize that everyone has feelings and exchange ideas and beliefs in an open-minded way. Show a desire to get along with people who are similar or different. Cultivate respectful language when describing diversity. Feel comfortable with differences and act respectfully. Respond to diversity by building empathy, respect, and connection.

Justice: Recognize that people are not just defined by one descriptor. Know when people are treated unfairly. Learn some true stories about how some people have been treated badly because of their group identities and empathize with the group. Understand that life is easier for some people and harder for others and the reasons for that are not always fair. Learn about people who helped stop unfairness and worked to make life better for many people.

Action: Care about those who are treated unfairly. Participate in creating classroom guidelines collaboratively with teachers and classmates. Join with classmates to make the classroom fair for everyone. Observe modeling of conflict resolution and practice these skills in real-life situations with the support of adults. Begin to articulate feelings with words instead of actions. Speak up for others and seek help when people are being unfair, including telling an adult, even if no one else does. Learn to take responsibility for my own actions.

SOCIAL STUDIES IN THE NEST

Philosophy Statement

Students in the Nest are still in an inward-focused, egocentric developmental stage. Through a purposeful social curriculum, as children this age develop a strong sense of self, they can begin to develop empathy for others and understand the broader world. Studying themselves and their families provides a foundation from which to learn about other families and their cultures, histories, and traditions. Learning to understand and respect one another's perspectives, differing ideas, and opinions is an integral part of being a citizen in a community. Our classroom community functions as a developmentally appropriate representation of the wider community. For example, student voice, choice, and participation are an important facet in the structure of our classroom, just as voting and community action play important roles in our democratic society. Within this community, students are able to practice the principles of civic life. Although there are many differing opinions and perspectives, we emphasize the role of a community member is to work for the common good.

Understanding Goals

How do I use maps and the globe to help me understand the world and my place in it? How can I communicate location by giving simple directions? How do I, my family, my classroom, and my community change over time? Who are some important historical figures? What are my responsibilities in the classroom and at home? What are choices and consequences that I have in my family and school community? What are my rights and responsibilities? What are rules and why do we have to follow them? What is the difference between a need and a want? How do I learn about the value of money and how do I learn what to spend, save, and share? How can I help my classroom, school, and community? What is a culture, mine and others? How can I add my voice to the voice of others to participate in decision-making in partnerships and for my community as a whole? How do I experience, learn about, and care for outdoor spaces and the environment?

Focus Points

Civics: Support the need for fair rules and suggest fair solutions; develop classroom guidelines as a community. Make appropriate choices and discuss consequences of inappropriate choices. Perform classroom jobs. Take care of personal belongings and respect those of others. Actively engage in classroom, small group, and partner discussions about a variety of issues. Participate in a school-wide Student Council (when applicable). Be an active member of a service learning group.

History: Review the calendar daily to use vocabulary pertaining to time and events, such as day, month, year. Describe yourself and your family in past, present, and future terms. Participate in a variety of thematic units that address different times in history (place on the globe, groups of people). Learn about important figures such as Dr. Martin Luther King, Jr., Aldo Leopold, and Georgia O’Keeffe. Visit museums that provide a cultural and historical perspective.

Geography: Learn about and describe familiar places such as home, classroom, school, neighborhood, natural areas, and community settings. Use maps and globes as a source of information and as a model of the earth. Participate in a variety of thematic units that teach about different people and places. Identify locations on simple maps, learn about coordinate graphing, and create symbols. Study geographical features and phenology.

Economics: Recognize that members of our community are interdependent and it’s important for everyone to contribute to the community’s well-being and functioning. Participate in classroom jobs. Recycle classroom materials and compost snack and lunch foods. Recognize coins and learn their value. Visit local farmers’ markets. Distinguish between needs and wants.

Behavioral Science: Study specific countries, cultures, and people during thematic units. Describe different ways of expressing emotions and feelings. Work together to find different solutions to classroom problems. Demonstrate responsibility for your role within the school community environment. Identify people who will help them at school. Exhibit an awareness that children grow up in different parts of the world with similar and different traditions. Retell and repeat stories, rhymes, or music from different cultures.

All-School Programs

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**Library and Technology TBD*

ART IN THE NEST

Philosophy Statement

Every child begins life with a passion for creating and a thirst for knowledge. Children's innate curiosity is something to nourish, encourage and grow. Nurturing a child's approach to the world results in a self-motivated learner who seeks increasing opportunities to grow and express their capacity. A student like that knows no limits!

Within each art experience, students' freedom to choose a subject or material allows self discovery and opportunity to problem solve. A wide range of media and concepts, including composition, balance, contrast, repetition, emphasis and storytelling come together to form the students' art foundation. Group work encourages cooperation, compromise, inspiration and problem-solving among students. Students begin to develop their voice and style as an artist, supported by classroom discussion. Integrating with the classroom curriculum, the working art studio is an excellent place to teach and practice social justice skills for young students. Art is explored as a window into history and culture, and by combining the practice of art with exposure to art from around the world, students gain a deeper understanding of what art is as well as an appreciation of the cultures that created it.

Understanding Goals

What kind of artwork do I like to do? How is it different to draw and paint? What does it mean to be an artist? How can I show my ideas and feelings in my art? Can I show my feelings when I draw myself or my family? How am I an observer in art? What is the difference between a line, shape and form? How can I change shapes when I overlap them? What is the color wheel, and how can I use it? When I blend primary colors, can I create a range of secondary colors? How can I use new materials and new techniques? Can I experiment with sculpture materials

without knowing the outcome? What should I do when I'm frustrated or make a mistake? How am I an explorer with new media? Can exploring new materials with others be a part imaginary play? How do I share ideas with others and collaborate? How can I be a part of a group mural and still make what I want? How am I part of a community in art class?

Key Concepts

Explore and experiment with a wide variety of media and techniques. Draw with basic shapes, reinforcing fine motor control. Discover the elements and principles of art in both 2D and 3D projects. Grow self-confidence through experimentation, acquisition of new skills, and acceptance of mistakes as a part of learning. Create and nurture a positive and supportive environment in the art classroom through collaboration on projects, sharing materials, and cleaning up together. Learn to value and enjoy the process and the element of magic and surprise inherent in creating works of art. Develop awareness of the group and appreciate the diversity of interpretations. Appreciate the unique atmosphere of the art studio and benefit from viewing work from all grades on display.

LIBRARY IN THE NEST

Philosophy Statement

Cultivating a love of words, stories, and reading is a foundational skill for our youngest students. By reading to students and discussing ideas from a wide range of texts (picture books, biographies, folklore and mythology, poetry, beginning readers, and non-fiction), they learn to become great storytellers as well as keen listeners. Books are social justice tools and help teach about identity, diversity, and equity; they can act as both mirrors in which students see themselves and as a window in which students observe, learn from, and empathize with others' experiences. Our Nest students come to Wingra with a range of literacy experiences. We use writing, drawing, painting, and drama to give students opportunities to express their thoughts and feelings about a story or poem. Students in the Nest create collaborative books in the library on a variety of themes and practice their oral, visual, and written storytelling skills. Students at the Nest level have lots of questions about how the world works and are learning ways to get some of their questions answered.

Understanding Goals

What are the elements of story? How is a story different from a poem? From a non-fiction book? When I listen to a book or poem being read, what makes it enjoyable for me? What do authors, poets, and illustrators do? How can I tell if a book or poem is "good" or not? What awards can a book win? How do I borrow books from the Wingra Library? What are the parts of the Wingra Library? How do I find "just right books" in the Wingra Library? What questions do I have about the world? How can I begin to find answers to my questions in the library? When I write and illustrate books, what should I include in my story?

Key Concepts

Literature and Poetry: Enjoy and comprehend stories and poems in many forms. Interpret stories and poems through pictures and words. Listen to and make relevant contributions to

discussions. Understand that there are many ways to read and many skills to help one read. Demonstrate interest in listening to and reading books and poems. Compare and contrast authors' and illustrators' techniques and styles. Learn to express ideas in a clear, related, and organized way. Recognize major awards given to authors and illustrators for their work. See self and learn to empathize with others through literature.

Writing: Understand that we use writing to communicate. Dictate ideas, thinking and stories to create finished works, such as patterned texts, thematic booklets and fiction and nonfiction stories. Begin to read one's own writing. Demonstrate interest in telling, dictating, and writing a story.

Inquiry: Form simple questions and begin to explore ways to answer them. Share what is already known about a topic, problem, or question. Interpret information represented in pictures, illustrations, and simple charts. Learn to borrow books by logging in and scanning barcodes. Recognize how the library is organized and what types of books are housed in each section.

MUSIC IN THE NEST

Philosophy Statement

Nest students engage with music through song, play, composition, improvisation, performance, movement, recording, and listening. These experiences nurture students' listening and collaboration habits, encourage their creativity and confidence, and support them as they build developmentally-appropriate musical skills. The Nest music curriculum is centered around the children's own creations. As they compose original music – from percussive improvisations to written scores with invented or traditional notation systems – the Nesters learn key musical concepts such as pitch, timbre, form, dynamics, and rhythm in an active, hands-on way. We celebrate music as a creative art form, a joyful part of everyday life for people everywhere, an integral part of our identity as individuals in a diverse community, and a treasure of exciting skills and ideas for each child to explore.

Instruments available for the students include pianos, keyboards, recorders, guitars, ukuleles, lap-harps, computers with recording and notation software, pitched and non-pitched percussion, electronic drum set, and more.

Understanding Goals

How can my music tell a story? How does certain music make me feel? How does my singing voice help me to express myself? What instruments do I like to play? How do I use instruments safely? What type of music is the best fit today? What are "high" and "low" sounds? How do I listen while I sing and play instruments? How can I control the volume of the sounds I play and sing? How can moving my body reflect the rhythm I hear? How do I communicate musical ideas using words, drawings, and symbols? How do I sing or play on an instrument what I see on paper?

Key Concepts

Singing Voice: Practice pitch accuracy, expression, and group balance. Transform ideas and reflections into music; imagination as the first step in composition.

Joy of Music: Find connections between music, experiences, self, and identity when singing, playing instruments, and listening to music.

Exploring Instruments: Discover different sounds by playing and listening. Take good care of instruments. Learn to play instruments individually and with friends.

Visualization of Music: Create and use symbols and visual cues to express or communicate music. Illustrate music as a mode of reflection.

Concepts Of Pitch, Dynamics, Beat, And Meter: Listen for and describe components of musical composition in music we hear. Apply these concepts in music we compose ourselves.

Free Musical Improvisation: Make music spontaneously, possibly prompted by a theme, a story, or a visual cue.

Music And Emotions: Express feelings, ideas, and responses through creating music and by finding meaning in the music of others.

WELLNESS IN THE NEST

Philosophy Statement

In the Nest, the Wellness curriculum balances cooperative play, teamwork, emotional literacy, and sports related skills. Nesters release and cultivate energy as they practice gross-motor skills related to play. When working together to reach a cooperative goal, Nesters learn how to navigate feelings of excitement, competition, disappointment, celebration, and more. The Wellness curriculum is created based on the students' developmental needs as well as the thematic units in the Nest.

Understanding Goals

Movement: How can I enjoy my body through movement and exploration? How can I move my body from one place to another at different speeds and in new ways? What exercises will help me grow stronger? What physical activities can help me improve certain skills?

Playful Interactions: How can we play together as a group? How can I play and respect the personal space of others? What does it mean to be a good sport? How can I be in control of my body? When I make a mistake, how can I work to fix it?

Emotional Literacy: How can I learn to name certain feelings that may arise during playful interactions with others? What "tools" do I have to deal with these feelings? How big or small

are these feelings and why does that matter? How can I get in the habit of noticing the feelings of others and offering my help?

Key Concepts

Gain individual gross motor control when walking, running, skipping, jumping, and leaping to move from place to place. Develop spatial awareness and consideration for others while sharing the space and moving around each other. Build muscle strength and endurance through play. Practice fundamental skills like throwing and catching, kicking and striking with an implement, balancing, and jumping and landing. Through participation and problem solving, learn that there are multiple ways to accomplish a goal. Contribute ideas and suggestions for establishing guidelines. Discuss and practice being a good sport and balancing excitement with humility. Appreciate our bodies as vessels for expressive, active, and playful movement.

Sample Activities and Highlights

Warming up with games that encourage students to use a variety of locomotor skills. Tag, dodging, chasing, and throwing games. Silly games to remain playful while working on cooperation and kindness. Dance and yoga activities to facilitate body expression and mindful movements.

SPANISH IN THE NEST

Philosophy Statement

Nest Spanish brings together the dynamics of progressive education – valuing interaction, movement, curiosity and play – with fundamental concepts of language acquisition such as exposure to vocabulary in context and physical response to language. Students are exposed to large amounts of rich comprehensible input in Spanish – spoken language made accessible by careful word choice, repetition, gestures, and visuals – so that they can begin forming an ear for the language. The language ear is an intuitive understanding of inherent patterns, sounds and procedures in a language, an invaluable base for all further study. A casual, playful atmosphere is established to lower the affective filter, the inhibitions and fear of failure that obstruct language learning. Students are not pressured to produce flawless Spanish, but are instead free to develop a natural curiosity and desire to learn new words. Reading and writing support is available but students are not rushed in these areas.

Social justice concepts guide Nest Spanish work in multiple ways. Nest students are regularly exposed to other cultures, their traditions and ways of life through books, music, videos and artifacts. They are encouraged to practice demonstrating interest, respect, and an open mind while exploring these cultures and comparing them to their own. They also learn about historical and contemporary figures such as Cesar Chavez who worked to stop unfairness and make a difference. The classroom community embodies social justice as all members treat one another with fairness and support one another in “giving it a try,” and celebrating each other’s successes.

Understanding Goals

What does Spanish sound like? How can I understand, speak, read and write words in Spanish? What is fun about learning Spanish? How are Spanish and English similar and different? Who are some people that speak Spanish?

Skills and Vocabulary

Develop an ear for the language by combining Spanish words and songs with movement, and through interactive stories and games. Focus on sheltered Spanish immersion (instruction primarily in Spanish, made accessible through word choice, repetition, gestures and visuals as well as some English) as a platform for expanding listening comprehension skills and building curiosity and appreciation for the experience of language learning.

Selected Vocabulary: greetings, colors and numerals, animals, days of the week, weather, food, emotions, body, simple phrases.

TECHNOLOGY IN THE NEST

Philosophy Statement

Nesters learn the fundamentals of hardware and software through exploration and investigation. Students will navigate both computer and internet browser interfaces with different operating systems. By utilizing kid-safe websites related to their classroom unit, Nest students familiarize themselves with mouse to screen coordination while learning integrated material. Through games and play, students become fluent with computer functions. Nest students also learn shortcuts and gestures with touchscreens and how to troubleshoot. While using tablets as cameras and video recorders, students discuss and evaluate when and how it is acceptable to record other people. They are introduced to the idea of being a digital citizen, making safe choices, limiting screen time, and what to do if you feel unsure.

Understanding Goals

What is technology? What does “using technology responsibly” mean? How do I open the internet? How do I go back to the last website? How do I change my window size? How can I change the volume? When can I take a picture of another person? How do I get to the next line so I can type underneath what I already have? Why does this menu keep showing up when I click? How do I make my text bigger? What is “screen time” and why is that important? How do I get back to the Wingra tech website? How do I close this website? How do I know what I’m supposed to do in this game? How am I supposed to handle technology tools?

Key Concepts

Creativity & Innovation: Express identity and ideas through various applications. Take photos and record videos. Personalize work to fit desired aesthetic. Discover and watch the creations of others.

Communication & Collaboration: Practice letter recognition and vocabulary development. Develop and expand upon foundational reading skills within an exciting context. Experiment

with keyboarding and write for personal enjoyment and classroom projects. Listen to recordings and verbal directions. Speak, record, and playback their voices, sounds, and others.

Research & Information Fluency: Explore teacher-selected websites to enhance and support classroom curriculum.

Critical Thinking, Problem Solving, and Decision Making: Solve problems and apply logic within games and puzzles. Make decisions in multiple contexts. Explore the functions within a website or application. Learn to use visual cues to attempt independent troubleshooting.

Digital Citizenship: Respect each other's work. Identify the hard work in themselves and others. Use technology in safe and careful ways. Discuss screen time habits and appreciate play in many ways.

Technology Operation & Concepts: Log into school computers using the correct password. Identify the basic components of the computer: monitor, keyboard, mouse, and headphones. Practice using two hands on the keyboard. Launch and quit applications.