

# Welcome to Preschool

Pre-K 2: Ms. Straub  
Master Teacher: Ms. Randi

# Miss Straub

I earned my BS in Early Childhood Education from Penn State University. I also have a minor in Human Development and Family Studies. During my senior year I student taught in second grade.

I had the opportunity to travel to Australia and teach 2nd grade for 6 weeks. I was also able to work with the kindergarten and first grade classes while I was there, as well as observe the older grades.

I've worked with preschool through 8th grade through classes at Penn State, volunteering at my church, and working at a summer camp.

I have worked with preschool students for the past few years, and this is my third year teaching at Winfield Elementary School. I am so excited to be back in preschool this year!

# Assistant - To Be Determined

We have been lucky enough to have a supportive staff who has stepped in to help assist in our preschool classroom.

Ms. Randi, Ms. Tarvin, Ms. Holeman, and Ms. Puhak have been great helps over the past couple of weeks. We have also had our substitute teacher, Ms. Mandy, help us these last few days.

# Ms. Randi -Randi Sosny-Handler



This is Ms. Randi's third year as Master Teacher/PIRS for our Pre K program in Winfield.

Prior to this position she worked for seven years at the JCC of Central NJ as a Pre-K teacher, Camp Unit Head, Early Childhood Learning Coordinator and then Supervisor of Early Learning. She worked to create and coordinate programming and curricula for over 300 infant through kindergarten-aged students yearly. She worked on developmentally appropriate practice, emergent curriculum, Reggio-inspired philosophy, observation and documentation of student learning and interpersonal communication with staff and families.

Randi is a permanently licensed educator in both New York (Pre K - 6) and New Jersey (Pre K - 5) earning her Supervisor's license in NJ in 2019. She has her B.A. in English and Communication from Rutgers University (1997) and M.A. in Elementary Education from New York University (2001).

She has taught first grade (4 years) and worked as a literacy staff developer for a Columbia Teachers College lab school in New York City. She lives with her husband and two wonderful children, Maya and Max, in a nearby town.



## **Winfield Township School**

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Winfield, NJ 07036

Phone: (908) 486-7410 Fax: (908) 486-4571

Ross LeBrun ♦ Chief School Administrator



Winfield Public School is committed to creating and sustaining a quality full day preschool experience which will partner with families to:

- Nurture and inspire young learners
- Ignite a life-long passion for learning and prepare students for success in their academic careers
- Build a solid foundation for social and emotional competence

# Creative Curriculum

At Winfield Elementary School we use the state endorsed Creative Curriculum for Preschool (6th edition) as the basis for our long term studies and learning objectives.

We write lesson plans and include ways for families at home to work with their child. Everything done at home mirrors what is being completed in the classroom. In school we take pictures and videos of students as they work, apply the appropriate learning objectives, and share it with families so they can see all of the learning that takes place in preschool. We have asked remote families to do the same - take pictures and videos of their child as they work. Then we apply the learning objectives in order to track everyone's progress and development.

# Creative Curriculum

The Teaching Strategies Family app allows us to have two-way communications with all families throughout the school year. We are able to share quick messages or notes and send documentation of student learning. You will also receive our Week in Review, which highlights the learning that took place over the past week.

If you have any questions with regards to the app, please reach out to me or Ms. Randi.



Teaching Strategies Family  
Application

# Social Emotional Learning

Every day in preschool we focus on social emotional learning - understanding and managing our feelings. This ties into teaching children how to make friends, share with one another, play together, how to meet one's own needs, and much more.

Our expectations in preschool are: We are safe, we are kind, and we are responsible.

Tucker Turtle teaches students how to stop, calm down, and think of the best solutions to solve our problems. We love tucking into our shells and popping back up when we are ready to try one of our solutions.



# Handwriting Instruction

For handwriting we are using *Zaner-Bloser Handwriting: ABC, 123 Just for Me!* This is the same program our Kindergarten and First Grade classes use.

There are only four strokes in this program that form all the letters and numbers:

1. Pull down
2. Slide right
3. Circle back all the way around/Circle forward all the way around
4. Slant: Up, right, left

Zaner-Bloser includes some songs that help remind students about strokes and letter/number formation. Ms. Randi put together a [slideshow](#) for each song and one video (“Top to Bottom”).

We also use some of the songs from Handwriting Without Tears, which is the program we used last year.

# Our Daily Schedule is as follows:

Arrival

Morning Meeting

Centers

Outdoor/Gross Motor Play

Lunch

Rest

Outdoor/Gross Motor Play

Snack

Read Aloud/Music and Movement

Centers

Dismissal

Here is a breakdown of our  
daily schedule

# Arrival

Each child places their backpack in their designated spot, takes out their lunch and snack which is placed in their cubby, and immediately washes their hands.

We then have a variety of table toys set up for the class to work with as we settle into our classroom and prepare for the day. Typically we have out magnet blocks, bristle blocks, pattern blocks, robots, or puzzles.

Students also participate in our question of the day. Each student has a bottle cap with their face on it. The question is read aloud and they vote on which answer they believe is correct.

Then, we clean up, push in our chairs, and find our sit-upon the carpet.

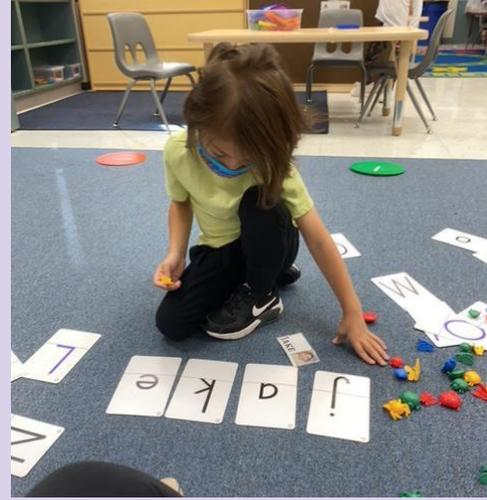
# Morning Meeting

- Good Morning song and greeting everyone
- Calendar (What day we are on, what number day we are on, and a movement to go along with our number)
- Question of the day - students answer the question when they first arrive and we review the question and our answers in a group discussion
- Tucker the Turtle and Classroom Expectations (Safe, Kind, and Responsible)
- Reviewing what is open for centers
- Preparing our plan for work time

# Work Time

We have 2 work times in preschool: one in the morning and one in the afternoon. We give students an hour at each work time so they have enough time to work and explore wherever they choose. We are a child-directed classroom, so it is up to the child on where they want to work, what they would like to do at that chosen center, and how long they would like to spend on there.

We typically refer to our work time as centers. Our centers include: library, table toys, blocks, discovery, art studio, and dramatic play. I also pull a small group either at the carpet or the table to work on different skills, such as letter recognition, counting, and pattern work.



# Library

The library is open for students to peruse our book collection. Typically we have books related to our study for children to explore or review independently. When we are in the middle of a study, students can use the books in the library for research. We have both nonfiction and fiction books available. We also pull books from the library during rest time for those who have not fallen asleep. Our library helps encourages our students to have an early love and appreciation for books, while developing reading skills. We also take pride on our library collection and are helpful in fixing our books when they are ripped or broken.



# Table Toys

Table toys, or manipulatives, are an important part of our curriculum, as they help children practice a wide variety of skills. Some of the manipulatives we use include: geoboards, bristle blocks, magnet blocks, puzzles, and pattern blocks. Children work on fine motor skills, hand-eye coordination, recognition of shape and colors, compare and contrasting, classification skills, and problem solving skills.



# Blocks

There are many benefits to building with blocks. Children develop problem solving skills, critical thinking, fine motor skills, and gross motor skills. We have “Can you build this?” challenge cards, along with pictures related to our study to inspire different creations. Students also have access to community helpers, cars, small buildings, and traffic signs. It is always so interesting to see what everyone can come up with while working at our block center.



# Discovery

Our students have a lot of questions about how and why things work in the world and are eager to learn the answers. Our discovery center gives students the opportunity to answer these questions by exploring new and different objects, using our senses, and investing a lot of time and effort to our exploration. Our discovery center helps establish a love of science at an early age. It also helps students develop an understanding of cause and effect, support communication skills, and expand their vocabulary.



# Dramatic Play

Dramatic play allows children to give into their imagination and act out real-world situations or scenarios they have seen in real life. Dramatic play supports social-emotional development, language skills, and cognitive development. When children engage in group dramatic play, they require communication skills to cooperate and negotiate with their peers.



# Art Studio

The art studio tends to have some sort of provocation (something thought provoking) that will inspire students as they work. We tend to work with crayons/markers, paint, playdough scissors, and glue depending on the provocation for the day. Most times our provocations are related to our study and the investigation we are exploring. The great thing about our art studio is that we focus on the process (why did you create that, how did you create that) over the final end product. Students truly have the ability to express themselves and their creativity.



# Recess/Gross Motor



We have the opportunity to play outside twice a day. One of those times involves going to the playground. The other time is spent at our outdoor classroom. We have a tube maze for us to race different balls through, our mud kitchen, the pretend school bus, the art wall, and the music wall. We also have other materials such as hula hoops, bean bags, and a parachute to explore. This is a great chance for students to develop their gross motor skills and release any built up energy before returning to the classroom.

# Lunch and Snack

Every day we have lunch and snack inside our own classroom. Students have assigned seating, socially distanced from one another, as they enjoy their healthy, school friendly meal. Lunch and snack are a great time for students to unwind as well as socialize with their peers. We listen to calming music (we call this our “fancy restaurant” music) to help set the tone for our meal. When students are finished they clean up after themselves, wash their hands, and work on the carpet until it is time to move on to the next part of our day.



# Rest

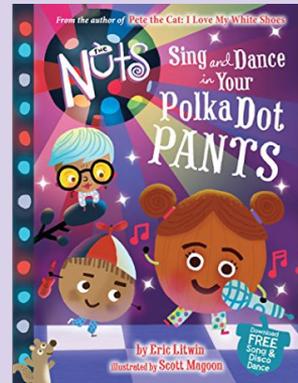
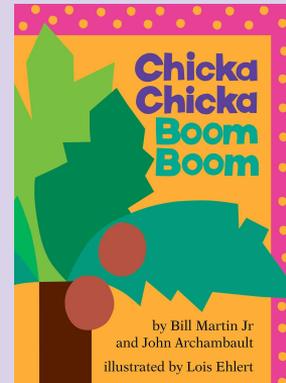
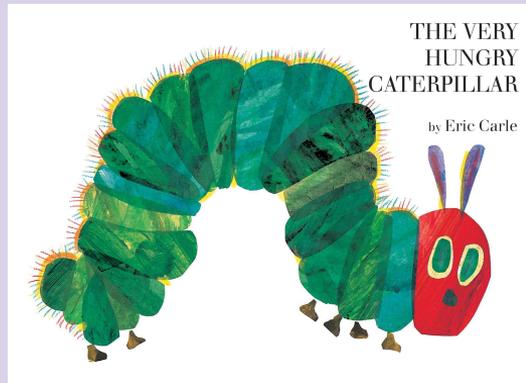
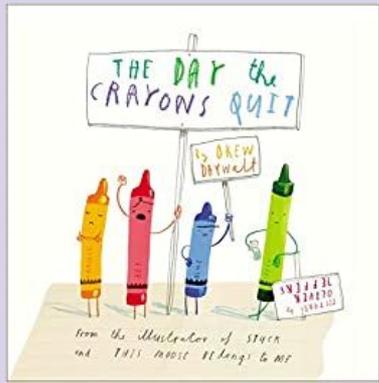
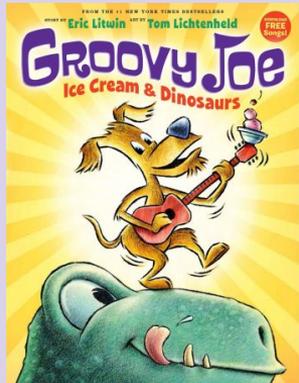
Rest time denotes our halfway mark of the day. It gives students the opportunity to unwind, relax, and recharge in order to get through the rest of their school day. Everyone has their own, socially distanced, rest spot. Students lay down on their own mat with their rollee pollee and do their best to rest their bodies. We break our rest time into three different sections. First, we listen to relaxing music on our mats. Next, we listen to a story that is played through the speaker. Last, we read books to ourselves quietly. Rest time is 45 minutes for those who do not fall asleep, and 1 hour for those who do fall asleep.



# Read Alouds + Music and Movement

We try to read multiple stories a day in preschool. We always have one book we focus on each day that is directly related to our study.

After our read aloud we have music and movement time. We utilize the Mighty Minutes from our Creative Curriculum a lot during this time. We have also learned songs like, “Tap Your Sticks” and “The Troll Song” for extra movement. This is one of our favorite times of the day.



# Afternoon Meeting

Before we go home we end our day with a quick little afternoon meeting.

We either complete another Mighty Minute for quick practice, read another story, or have a music and movement song. Sometimes we have the opportunity to share what we have learned or worked on throughout the day. Then, we pack up and head up to the gym for dismissal.

We always review what we did throughout our day. Even though we are currently on a half day schedule we still manage to fit a lot into our days!

Then, each child has the opportunity to say what their favorite part of the day is. We then pack up, say goodbye, head to the gym, and dismiss outside.

Please use the Teaching Strategies Family app to send messages to myself or Ms. Randi. You can also reach me at my school email:

[Istraub@winfieldschool.org](mailto:Istraub@winfieldschool.org)



Thank you!