Children are playing, working with materials, or working with other children. They are not wandering around the room or forced to sit quietly for a long time.

Children have various activities throughout the day: block building, pretend play, picture books, art materials, and table toys like Legos and puzzles. Children are moving from one activity to another, not all doing the same things at the same time.

Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all day teaching the entire class at the same time.

The classroom is designed with children’s artwork, their own writing with invented spelling, and original stories.

Children learn numbers and the alphabet through their everyday experiences. Exploring the world of plants and animals, cooking, taking attendance, and serving snacks are meaningful experiences for children.

Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.

Children have an opportunity to play outside every day if the weather permits. Play is not shortened for more teaching time.

Teachers read books to children throughout the day, not just at story time.

Curriculum is adapted for children who are ahead, and for children who need extra help. Children differ in experiences and background; they do not learn the same things at the same time in the same way.

Children and their parents look forward to school. Parents feel safe sending their children to kindergarten. Children are happy; they are not crying or regularly sick.