FLOURISHING:

Growth and Connection

2025-2026









Growth and Connection

Project Infinity

The Preschool is part of Project Infinity, a partnership with schools in Atlanta and Greenville, South Carolina, that works collaboratively to deepen the understanding of the Reggio Emilia Approach. Through shared study, school visits, and immersive experiences—including study tours in Reggio Emilia, Italy—educators learn together and reflect on theory and practice. A central focus of this work is reimagining professional time to strengthen teaching practices, learning, and children's everyday experiences.

Pedagogical Review

This Pedagogical Review highlights the ongoing work of children, families, and educators building knowledge and creating meaningful learning environments. Through stories and documentation, educators honor children's agency, curiosity, and growing independence. This work reflects the commitment to supporting cognitive, social, and emotional development through an inclusive approach to education.

Yearly Focus

Each year, Project Infinity identifies a shared area of inquiry that guides collaborative research, professional learning, and opportunities to deepen our understanding of the culture of childhood.

The focus for 2025-2026: *Standing in solidarity with children's rights to autonomy and agency*—honoring children as capable, competent learners whose voices, choices, and perspectives shape experiences and contribute meaningfully to communities.

PROJECT INFINITY

Connection

Peachtree's mission is to provide exceptional early childhood education grounded in faith and the highest quality of professional excellence. Every child deserves a place where they are known, valued, and encouraged to thrive. It is a welcoming, inclusive community that nurtures joyful learning and meaningful relationships—where children flourish in school and beyond.



335 Children

68 New Families

269 Families

79 Staff

179 Colleagues in Project Infinity

11 New Staff

Infinite Learning Possibilites

"Our task...is to help children climb their own mountains, as high as possible. No one can do more."— Loris Malaguzzi



New and Noteworthy

- Began the year with 11 new staff members
- Added new staff members during the year
- Developed three new roles: Mentor Teacher for Toddler and Two-year-old Teachers, Resource Educator focused on storytelling, and Studio Educator focused on the language of music
- Intentional book focus during inserimento
- Created a shared vision for celebrating birthdays, including unique age-level gifts
- Studio educators supported Project Infinity Summer Institute and New Teacher Experiences
- Two staff members gave a presentation at GAEYC conference; Three presentations at NAEYC
- Spirit Day highlighted the Inclusion program and featured the work of a child in the inclusion program
- 2025 Reggio Emilia Study Group participants shared presentations on school tours in Reggio at the Project Infinity Whole Project Professional Development Day
- Additional independent school information sessions offered to families
- Revisited Brené Brown's "Dare to Lead" with faculty
- Tiny Theology, developed by Children's Ministry, shared with families at Christmas and Easter
- 13 staff members participated in Reggionarra and the Reggio Emilia Study Tour 2026



Growing Roles

Three new roles were created to support pedagogy and mentorship. These roles enhanced children's and adults' learning processes, reflective practice, collaboration, and classroom support.



Studio Educator

- Focused on the languages of melody and music
- Investigated sounds and actions
- Worked with the children to translate sounds into a musical score and graphic representations
- Introduced children to the beauty and richness of the violin



Resource Educator

- Attentive to narration with children
- Explored the elements and structures that shape a story
- Worked with children to represent a variety of narratives
- Investigated with a variety of storytelling, including puppetry, oral stories, book-making and improvisation



Mentor Teacher

- Supported Toddler and Two-year-old classrooms
- Focused on enhancing the classroom environment
- Supported the design thinking of teachers
- Worked in classrooms alongside teachers

Families Flourishing











At Peachtree, families actively participate in school life. Educators honor the unique perspectives, experiences, and knowledge of each family. Through shared experiences, dialogue, and meaningful participation, families, children, and educators built relationships, deepened learning, and created a strong sense of belonging.

Family traditions and engagement opportunities:

- New Family Orientation
- Family Engagement Meetings
- Coffee Cafés
- Age-Level Parent Parties
- Harbor Families
- Classroom Family Participation
- Halloween Parades
- Afternoon of Stories
- Stories in the Garden
- Family Ateliers
- Tuck-In Tuesdays
- Nurtured Heart Approach Classes
- Five/Six Bushel and a Peck
- Mom and Dad's Day
- Visiting Days for Grandparents and Special Friends
- Community Outreach Opportunities
- Springtime at Peachtree
- Peachtree Family Festival
- First Aid and CPR for Families
- Monthly Chapel Services
- Parents' Council
- Birthday Celebrations
- Holiday Celebrations



Growth and Connection: The Nurtured Heart Approach and Inclusion Conferences

Nurtured Heart Approach® Conference:
From Challenge to Champion

The Preschool hosted the first Nurtured Heart Conference which brought together parents, educators, and community members for a transformative two-day learning experience centered on building stronger relationships and helping all children thrive.

Facilitated by Jane Montgomery, Mary Hunter Maxwell, and Becky Sayler, the conference introduced participants to the principles of the Nurtured Heart Approach®.

Through engaging discussions, interactive strategy development, guided practice, and personal reflection, attendees gained practical tools to recognize strengths, build resilience, and foster positive, heart-centered relationships in the classroom, at home, and throughout the community.

The Inclusion Conference: *Redefining the Word Behavior*

Peachtree hosted the second Inclusion Conference, bringing together 19 attendees for two days of learning, reflection, and meaningful discussion.

The conference focused on deepening understanding of behavior in young children and challenging traditional perspectives on behavior in early childhood settings.

Presentations, group discussions, and question and reflections emphasized presuming all children are competent learners, prioritizing relationships through co-regulation, and developing a deeper understanding of sensory differences and how they influence behavior.

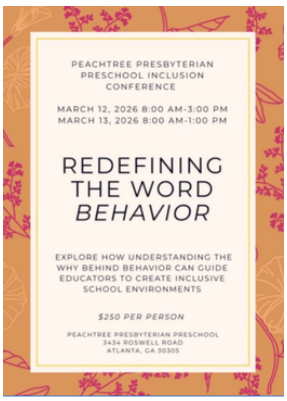
A conference highlight was the particiation of a former Peachtree Presbyterian Preschool student, who shared his experience attending an inclusive preschool program. He reflected on his time at Peachtree and spoke candidly about how his behaviors are often misunderstood in classroom settings. His perspective served as a powerful reminder of the lasting impact of inclusive early childhood experiences and the importance of seeing and understanding the child, not just the behavior.











Growth and Connection: Flourishing as Educators







Flourishing begins in everyday moments as teachers observe children at play, engage in conversations with families, and share reflections with colleagues. Educators embraced the role of researcher, approaching each day with curiosity and a willingness to wonder alongside children. Together, they co-constructed a curriculum that grew from children's ideas, creating learning experiences that were alive, responsive, and deeply meaningful.

Throughout the year, educators gathered for workshops, forums, and collaborative experiences that inspired new thinking and strengthened practice. Whether exploring big emotions, deepening inclusive practices, building stronger relationships through Nurtured Heart Intensives, or opening classrooms during Educator Morning Tours, each experience invited educators to learn with—and from—one another.

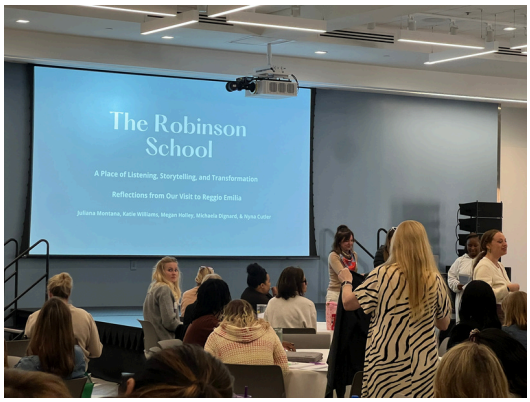
Peachtree educators connected with a broader community of thinkers and practitioners through the NAEYC Annual Conference, NAREA conferences and webinars, immersive atelier experiences, and a NAREA Study Tour in Reggio Emilia, Italy.

The mentoring program for Toddler and Two-year-old teachers created space for classroom observations, reflective conversations, shared professional reading, and collaborative documentation. These partnerships encouraged educators to celebrate successes, navigate challenges, and grow with confidence and intention.

When educators flourish, joy, confidence, and curiosity became contagious. Classrooms were designed where children felt inspired to take risks, families felt welcomed as partners, and colleagues learned from one another with generosity and purpose.

Growth and Connection: Project Infinity Work



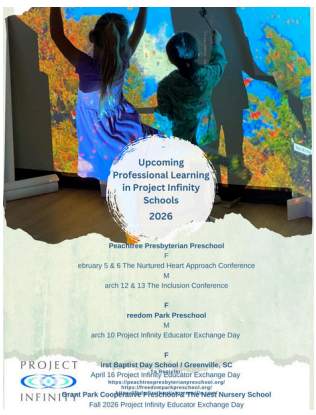




- New Teacher Summer Institute | August
  - 55 educators participated in a two-day forum featuring collaborative discussions, drawing, and clay encounters.
  - Margie Cooper shared, "We can all learn from Reggio Emilia. We believe it is the most generative source available at this time we are living in."
- New Teacher Experience | January
  - 42 new teachers and administrators from Project Infinity Schools gathered at the Preschool for reflection and professional learning.
  - Explored children's drawing as a language of thinking through the work of Rhoda Kellogg and Reggio Children.
  - Margie Cooper reminded participants, "Competent children require competent adults," reinforcing the importance of continual educator growth.
- New Teacher Experience | April
  - 28 new teachers, studio teachers and administrators from Project Infinity Schools attended.
  - Explored documentation as a layered approach and drawing as research
- Educator Exchange Day | January
  - 80 educators from 18 schools and organizations participated in classroom visits and professional dialogue.
  - Featured "Swirls of a Snail," highlighting children's thinking, documentation, and intentional teaching.
- Whole Project Day | October
  - Educators from the Reggio Study Tour and Reggionarra shared reflections.
  - Studio educators shared inspirational artists and the connection to clay work done over the last year.
- Whole Project Day | February
  - Educators from Atlanta and Greenville gathered to explore clay as a language of thinking, collaboration, and research.
  - A virtual session with Mirella Ruozzi (Reggio Children) and classroom visits deepened understanding of process, resilience, and children's many languages of learning.
- Reggio Study Tour | May
  - 13 staff attended













Growth and Connection: Reggio Study Tour

13 educators attended a six-day study week in Reggio Emilia, Italy

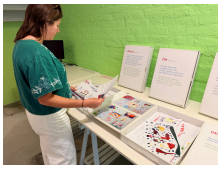
Monday, May 25

Morning	**Loris Malaguzzi International Centre - Auditorium**
9:00 am - 1:00 pm	**Welcoming remarks** **Introduction to the programme of the Study Group** Reggio Children **The values of the educational project; research in the everyday life** *Jovanka Rivi, pedagogista - Preschools and Infant Toddler Centres - Istituzione of the Municipality of Reggio Emilia*
10:30 am - 11:00 am	Coffee break
1:00 pm	Lunch break
afternoon	**Loris Malaguzzi International Centre**
2:30 pm - 4:00 pm	Working in groups among the participants
4:00 pm	**Buses from the International Centre to the Infant Toddler Centres:**
4:30 pm - 6:30 pm	Visit to Municipal Infant Toddler Centres: · ARCOBALENO · ALICE · PANDA
6:30 pm	**Buses from the Infant Toddler Centres to the International Centre and to the city centre**

"During the four days of presentations, what resonated with me most was witnessing the beautifully human and unique ways that teachers and students co-constructed knowledge. The teachers' careful planning, observation, and responsiveness to children's interests led to educational opportunities that were deeply meaningful, authentic, and connected to the community. Rather than requiring children to fit the curriculum, the curriculum was culturally responsive and flexible enough to grow from the children's experiences, questions, and interests." — Belinda Yu







Stories

At the beginning of the school year, teaching teams selected a book to spark connection, conversation, and inquiry. Teaching teams chose materials that reflected the developmental interests of the children.

- **Toddlers and Two-year-old Classrooms: Stories with images that supported connections to self, family, and community.**
- **Three-year-old Classrooms: Stories with words about friendship that encouraged discussions about relationships and belonging.**
- **Pre-K and Five/Six Classrooms: Wordless picture books that invited children to interpret, imagine, and express unique perspectives.**

The work supported research into how children develop relationships during inserimento, the process of settling into a new school year.

As children revisited these shared experiences throughout the year, communication, literacy, and critical thinking skills are strengthened.

Telling Stories WITH IMAGES





The Power of Photo Albums in Easing School Transitions

Starting school is a big moment, full of both excitement and uncertainty. A simple photo album with familiar family faces offers comfort and connection, helping children feel safe and supported as they begin this new chapter.

Create a Bridge Between Home and School

Photo albums offer a sense of home, helping children stay connected even when they're apart. Looking through familiar faces brings comfort, especially during arrival or quiet times, and builds a gentle bridge between home and school.

Spark Conversations & Build Understanding

Each photo tells a story. Use them to talk about the new school, Teachers, daily routines, and even friends they might meet. These conversations help reduce anxiety and lay the groundwork for social-emotional development by naming feelings, expectations, and new experiences.

Encourage Autonomy & Emotional Regulation

What's wonderful about photo albums is that children are in control. They can choose when to look at their album, how to use it, and what memories bring them the most comfort. This autonomy empowers them to self-soothe, reflect, and navigate big feelings with familiar support close at hand.





PHOTO BOOKS FOR TODDLERS AND TWO-YEAR-OLDS

- Photos of families
- Photos of pets
- Photos of toys
- Photos of siblings, cousins, grandparents
- Photos of events, birthday, vacation, first day of school

Whether it's tucked into their bag, brought out during transitions, or revisited after snack, a photo album becomes more than a book—it's a personalized anchor of love, safety, and belonging.

Telling Stories WITH WORDS

Stories with animals at their heart speak to every child. They are familiar and engaging, yet free from the boundaries of age, race, or background. Through animals, authors weave tales that feel playful and full of wonder, while carrying truths that run deep.

In these stories, differences become something to celebrate.
A bird and a bear, a mouse and an elephant– friendship blooms not in sameness, but in the joy of caring for one another.

When three-year-olds hear friendship stories, they connect to the essentials: sharing, resolving conflicts, showing kindness. They learn that feelings rise and fall, that friends sometimes stumble, and that together, they can begin again.

Such stories offer gentle role models, spark imagination, and give children the courage to try friendship themselves.

They remind each child: you are worthy of connection, and your story belongs in the circle of friends.









BOOKS FOR THREE-YEAR-OLDS

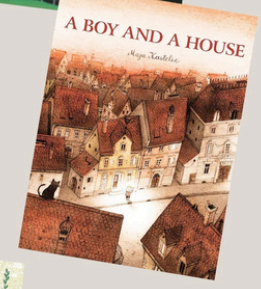
- A Friend Like You
- Do You Want to Be My Friend?
- Ways to Make Friends
- You Will Be My Friend!

Stories bridge the familiar with the new, allowing children to see their own experiences reflected and valued while also sparking curiosity about possibilities beyond their everyday routines. They nurture understanding, language, and confidence by showing children that their lives and feelings are worth telling.

Telling Stories WITHOUT SPEAKING

There are endless ways to tell.
A story can arrive wrapped in warmth or edged in coolness.
It can be playful or solemn, overflowing with detail or pared down to the barest trace.
Words can carry it–
but so can a raised eyebrow,
a sweeping hand,
a glance that lingers just long enough.
A whisper,
a shout
a chorus of voices–
or even silence.
But silence does not mean absence.
Silence has a language all its own.
An image can speak.
It can hold a beginning, a middle, an end–
or leave space for the reader to decide.
It can be told once, twice, a thousand times,
each retelling alive with new meaning.
Stories without words belong to everyone.
They have no borders, no locks, no barriers.
They open doors for each person to wander,
to wonder,
to invent.
They invite us to listen with our eyes,
to speak from memory,
to weave our own language
out of silence,
out of imagination,
out of story.









PRE-K & FIVE/SIX BOOKS

- Costruttori Di Stelle
- A Boy and A House
- Mentre Tu Dormi
- Il Giardino Dei Sogni

Wordless picture books are a powerful tool in early learning. Without written text, each child can enter the story with ideas, questions, and interpretations. This strategy allows children to participate at their own pace, using their own voice and imagination.

We are using the book as part of the research into how children build relationships, especially during inserimento, the tender time of settling into a new school year. Throughout the year, we will revisit our experiences with the book as new perspectives are encountered.

School-wide Intention:

To research children’s engagement with nature and utilize the languages of graphics and clay to get closer to their thinking



The school-wide intention gave focus to the research in classrooms.

The children in the Mosaic Room (Five/Six classroom) used the language of drawing to express ideas about a garden, drawing Inspiration from experiences in the outdoor classroom and the story Il Giardino dei Sogni (*The Garden of Dreams)*. As the children revisited these initial ideas in clay, they transformed two-dimensional representations into three-dimensional forms, discovering new possibilities through the material's expressive language and ideas of balance, form, and structure.









While creating flowers for the garden, the children investigated stability and balance, experimenting with how the work could stand independently. They tried different strategies, taking time to make adjustments, and collaborated with peers.

The conversations revealed growing empathy and a deeper connection with the living world. "This is gonna be a yellow butterfly with the flowers. Do they want pollen too?" — Willie.
Julian added water while scratching and attaching pieces. He observed, "Mine is wet from the rain."

Through revisiting ideas across different languages, the children developed theories, refined problem-solving strategies, and strengthened relationships with the natural world.











"I'm doing holes in my flower so the bees can get the pollen out."
— Madison

Ant Trails

Observing and Wondering

Children in the Woodlands Room (Three-year-old classroom) were natural scientists—observers, researchers, wonderers, and explorers. Curiosity about the small creatures on the outdoor classroom led to an investigation of ants moving through the landscape. Inspired by their daily encounters and a parent's gift of an ant tunnel, the children began asking questions about how ants live, move, and communicate. How do ants create pathways? How do they know where to go? How do they travel together?



Representing Ideas

To explore theories, the children turned to the language of clay. The clay represented observations, making thinking visible. They explored tunnels, pathways, landscapes, and ant bodies while considering how ants move through the environments.

Isabella shared, **"Ants live in the mountains and the water, so we need some blue clay for the water."** Later she added, **"We need red clay so it looks like their dirt. Ants live in the mountains."** This idea revealed connections with prior knowledge and used materials to represent the environments.



Constructing Theories

As the children worked, theories evolved about ant habitats, movement, and purpose. Ruffner explained, **"Ants have roads and tunnels like the path of rockets. They go on and on and on."** Baer considered the design of the tunnels, saying, **"They need to be able to go over and under the tunnel. They can go inside!"** These ideas demonstrated children's thinking about systems, pathways, spatial relationships, and how living things adapt to surroundings.











Quinlen observed, "**This is a big ant. He does not have as many legs as spiders. And these are the treasures he can take to his home."**

Connecting Scientific Thinking and Imagination

The children's investigations moved fluidly between observations and imaginations. Atlas shared, **"The ant is going to the birthday party. He has to pass by all his friends in his tunnel."** This shift from scientific observation to storytelling reveals how children build knowledge by connecting new ideas to familiar experiences.

Through observing, questioning, representing, comparing, and imagining, the children developed cognitive skills of reasoning, problem-solving, perspective-taking, and symbolic thinking. This building of knowledge grew through curiosity, relationships, and the meaningful connections children make in the world.









The Mural

In the Nest Room (Two-year-old classroom) explored a large sheet of paper with a variety of mark-making tools. The studio teacher intentionally chose an expansive working surface that encouraged large movements. Throughout the experience, the paper transformed—spread across the floor, resting on a table, and draping over an edge.



Children approached the mural in many different ways.
Some confidently worked in the middle of the paper, and others the edges. They moved around one another, negotiated shared space, reached across the paper, crouched, stretched, leaned, and returned to places that interested them.
There were moments filled with conversation,

"Look, look!" — Lucy
"I made a tiger." — Parker
"That tiger is running." — Zach

and moments of complete silence. During these quiet pauses, children carefully observed the lines, colors, and textures.



Concentration was visible in the children's bodies before it was expressed in words. As new materials were introduced—including microscopes, light sources, and prisms—the children's investigations deepened. Close examination of fine details shifted viewpoints, and children discovered that the same marks could appear different depending on the light, magnification, and perspective.









Learning Through the Body
Thinking was visible in children's:

- reaching, stretching, and balancing
- crawling and circling around the mural
- leaning in to inspect details
- changing perspective by moving their bodies
- collaborating of negotiated shared spaces

.

The children's sustained engagement challenged the idea that focus requires stillness. There were long periods of deep concentration supported by movement, curiosity, and joyful exploration. Bodies became tools for investigation.
The finished mural became a trace of children's thinking—a visible memory of movements, conversations, discoveries, relationships, and moments of quiet concentration.









The Convergence of Marks and Pressure









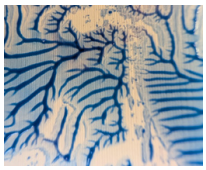


The Yellow Room (Two-year-old classroom) engaged in a deep investigation of mark-making, navigating the relationship between the intentionality of a line and the physical sensation of texture.

By introducing various materials—from corrugated surfaces to repurposed natural objects—the children explored printmaking as a dialogue between action and results. Each press of a stamp or roll of a textured tool was an inquiry: What happens when I apply pressure? How does this pattern change when it meets the surface?

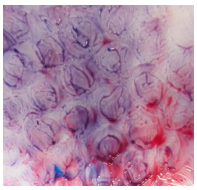
These tactile encounters invited the children to:

Investigate patterns: Discovering the rhythm of repeated shapes.



Negotiate resistance: Feeling how different materials "grip" or "glide" across the paper.

Develop agency: Making conscious decisions about where texture begins and ends.



The focus shifted from making a final product to exploring the unique properties and "voices" of the tools and paints.

Children acted as scientists, testing how much pressure is needed, how paint viscosity changes a mark, and what happens when surfaces collide.

The children seemed to notice the relationship between their physical movements and the immediate trace left behind on paper.

Rotating objects and layering the papers invited children to explore depth, symmetry, scale, and negative space.

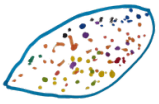
The repetitive physical rhythm of stamping, rubbing, and pulling allowed children to embody the experience.

Managing their hands as tools refined physical dexterity while allowing for unique ways to think with their hands.





“This is a Naked Seed.” — Wynn



A seed investigation in the Sunshine Room (Three-year-old classroom)

This experience sparked big questions about growth, change, and possibility from the simplicity of looking together at seeds.

Armed with curiosity, the children searched outdoors for seeds inside fruits, vegetables, flowers, and trees. The children handled real seeds, compared sizes, shapes, textures, and colors. Digital microscopes enhanced details and theories.







This is a rainbow seed. It's going to turn into a butterfly.” — Brooklyn

“Orange seeds that grow orange trees. “ — Boston

"This is a naked seed. It's going to be a tree. An orange tree with apples. It needs fruit to grow so it can eat them up." — Wynn





Theories Take Root

As children moved from conversation to drawing, they represented ideas that extended beyond words. The work released growing narrative skills, symbolic thinking, and an understanding that living things have needs, habitats, and life cycles.



"These seeds that grow pink hands need a little water and a sprinkle of seeds. Mine sparkle! This is the baby little plant. (using purple) A sleeping baby. She so tired. (using orange) That one is the mom.(using green) " — Malley



"5 seeds... Fruity! They grow strawberries and blueberries. It needs black dirt. Here's a teeny tiny seed and some ants." — Willa



"This seed grows a frog tree. I put a seed in the oven first and then Mommy and Daddy will help it grow." — Harris

“Mine is a caterpillar tree. It has a heart seed and needs sun to grow.” — Eloise



Graphic Representations

A seed investigation in the Sunshine Room (Three-year-old classroom)









A swirly seed by Brooklyn





Lollipop seed by Willa

The children's ideas continued to evolve as they revisited their drawings and conversations. Real seeds inspired imaginary worlds.

“ Rainbow seeds grow shiny!! Like the rainbow crystals that sparkle. It's a color seed that all the colors mix. “ — Jack

As the children looked at theories, they refined, expanded, and transformed ideas. Imaginative thinking enriched scientific inquiry. They explored cause and effect, growth, relationships, and possibility while confidently expressing original ideas and listening to one another's perspectives.

Rather than repeating facts, the children synthesized what they knew about seeds with ideas gathered from classmates and previous experiences.

"These are strawberry seeds. They need water, the sun, and dirt. This is the path for the seeds so they can walk over." — Wynn

"A swirly seed. It has a pathway. This is the way, then down. It turns into a strawberry." — Brooklyn

Each child created a unique drawing and incorporated the idea of a pathway—suggesting that growth happens through movement and progression.

Fantasy became a tool for exploring abstract concepts such as change, potential, and transformation.

“My dinosaur seed will grow so tall! And it has leaves. It needs a little water, some juice, a little salt, and Diet Coke!” — Kate

"See the tiny dot? It started in the middle and turned into a big, big storm!" — Harris

"The seeds are all colors. See the tiny dots? They change colors and grow into colors. They grow and then turn into heavy colors!" — Eloise

These theories suggested that the children are thinking metaphorically, recognizing that something very small can become something dramatically different. Growth is no longer understood only as getting bigger—it becomes transformation.

“I planted a lollipop seed to grow lollipops! It starts so little as a tiny, pink seed. Then it gets green and sun and food and trees to grow and a lot of lollipops grow!” — Willa

Daily Life: *“They’re called songbirds because they sing forever.”*













Making Connections

The children in the Tapestry Room (Pre-K classroom) wondered how the birds in the garden communicated. These theories unfolded through collage, drawing, music, and imaginative play. Beckett shared, *“They are called songbirds because they sing forever.”*

Recognizing Patterns and Symbols

While layering bird silhouettes with colorful patterned papers and sheet music, the children made meaningful connections between birdsong and musical notation. Asher and Jax brought ideas to life by singing while making dots to represent the melody.

“Brother, brother, do you want to play? Chick-a-dee-dee-dee, I want to play, play, play.”

Representing Ideas

Children borrowed the idea of dots as symbols to represent birdsong. Working with partners, they drew songs, added lyrics, and sang as if they were birds. These songs revealed emerging theories about communication, relationships, and intention.

“Let's get ready to fly!” — Max
“Can you come and play with me?” — Nico, “I love you!” — Cam
“I am looking for worms.” — Lucy

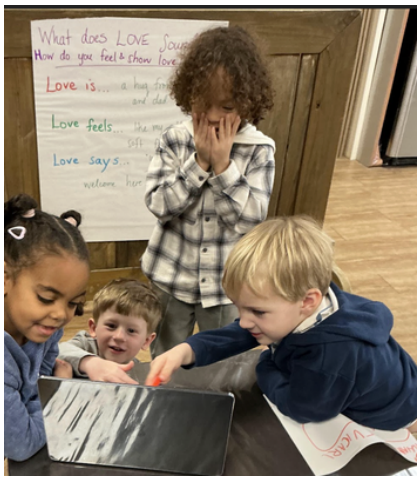
Composing and Interpreting

The children's exploration of symbolic communication expanded as they used stones to represent the notes, rhythms, words, and sounds of their imagined birdsongs. By arranging and rearranging the stones, they experimented with sequencing, pattern, and composition while giving visual form to sound. Later, they read the musical scores, translating the symbolic representations into notes and melodies as the “birdsongs” were played on the xylophone.

Building Theories About Communication

Moving between drawing, symbols, music, spoken language, and storytelling, the children showed that meaning can be expressed and understood in many ways. These encounters strengthened the ability to observe, represent, interpret, compose, collaborate, and communicate while developing increasingly sophisticated theories about how ideas, emotions, and messages are communicated.

“Love sounds like ‘la, la, la’ to me!” — Billy











In the Sound Atelier, the children in the Tapestry Room (Pre-K classroom) explored sound as one of the many languages for thinking, communicating, and making meaning. Through voice, music, drawing, and digital recording, they investigated the question:
What does love sound like?

Listening
The children listened with intention to voices and live piano music. As they attended to changes in pitch, tone, tempo, and mood, they strengthened auditory discrimination, sustained attention, and emotional awareness. Many noticed that the piano music changed throughout the piece, recognizing that sound communicated different feelings.

Representing
The children translated the ideas about love into drawings, musical symbols, spoken words, and recordings. They explored how a single idea could be expressed through multiple symbolic languages, strengthening their ability to connect thoughts, images, sounds, and emotions. Billy shared, **"I'm doing music notes to an L. Love sounds like 'la, la, la' to me."** Giulia represented the words "I love you" through a drawing that revealed an understanding that ideas can be communicated in many forms.

Interpreting
As they reflected on the recordings and listened to music, the children interpreted what they heard by connecting sounds to feelings and experiences. Beckett observed, ***"Love feels colorful... When I was recording, it sounded like my normal voice, but in the computer, it didn't sound the same."*** Grace explained, **"Love is like being with your family... and not falling apart."** These reflections demonstrated perspective-taking, emotional reasoning, and the ability to construct personal meaning from sensory experiences.

Transforming
Using GarageBand, the children discovered technology that transformed sound while preserving ideas. They experimented with how voices could be changed, replayed, and experienced in new ways, encouraging flexible thinking, curiosity, and an understanding that ideas evolve as they move between different materials and media.

Theorizing
The children's conversations revealed emerging theories about love, sound, and communication. They wondered how emotions could be heard, seen, and felt.

"Love feels like my Aunty's dog licking me in the face, and I'm filled with laughter.” — Gaelle Marie

"Everybody is supposed to be loved, and they're supposed to be in people's hearts." — Nico

A Peek into The Indigo Toddler Classroom

PEEK-A- BOO - A MINI-STORY BUILDING RELATIONSHIP



Wren descended the step, and popped up to surprise Harriet.



Wren, happy with the encounter, greeted Harriet with a big smile.



Wren saw the encounter as an invitation to play peek-a-boo.



Harriet, wanting to join in, reaches over to Wren and gently touches her arm.



Wren dramatically reveals her face, and Harriet's delighted giggles fill the room.

Through shared laughter, eye contact, and movement, the children revisited the game often, revealing a sophisticated awareness of thinking processes. This joyful exchange made visible young children's powerful capacity to communicate, collaborate, and begin building friendship—long before words are needed.

With Gratitude





Our hearts are full of gratitude for the Preschool families. Thank you for your trust, partnership, and for allowing us to be part of so many meaningful moments.





To the children, thank you for the laughter, the questions, the big ideas, the tiny discoveries, and the endless reminders to slow down, look closely, and celebrate the magic in everyday moments. These days are filled with wonder and purpose, and it is a gift to learn alongside you.





We are equally grateful to Project Infinity colleagues and to the educators of Reggio Emilia for the generosity, creativity, and shared commitment that continues to inspire us and strengthen the community we are so fortunate to build together.



















OUR SCHOOL COMMUNITY

2025 – 2026



Thank you for being part of our story.

PEACHTREE PRESBYTERIAN PRESCHOOL



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