

Kelly Lane Primary School Pre-K Edition

Kelly Lane in the Spotlight
April 1, 2026



Meet our Team



Mrs. Farnsworth



PreK 3 Teacher



Mrs. Tatar



Teaching Assistant



Mrs. Holt



Teaching Assistant



Mrs. Peterson



PreK 4 Teacher



Mrs. Fijolek



Teaching Assistant

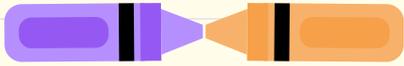


Mrs. Connelly



Teaching Assistant

Meet our Support Staff



Mrs. Frigon



Occupational Therapist



Mr. McGowan



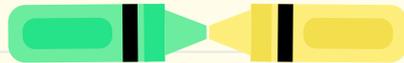
Physical Therapist



Mrs. Mattil



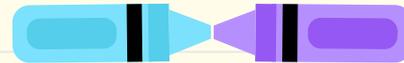
Speech & Language
Pathologist



Ms. Wilson



Speech & Language Pathologist



Mrs. Miller



Special Education Supervisor

History and Purpose

Granby PreK started in 2016, servicing an average of 37 students per year

Originally comprised of:

- ★ Multi-age classrooms
- ★ 4 half-day classes with 9/10 students each, which varied based on needs
- ★ Integrated Model





Classroom Make-Up



- Students with IEPs
 - Identified through Birth to 3 Services and/or Child Find
- Role Model Peers

Application Process

- PreK Play Dates
 - Rubric targeting social interactions, independence, ability to follow directions, transitioning, social emotional skills, and communication



Structure

- Soft Start - Cooperative and parallel play
- Morning Meeting (Greetings, Calendar, Weather, Letter of the Day, SEL)
- Heggerty for Phonemic Awareness
- Centers (Teacher directed and Choice)
 - Math
 - Writing
 - Fine Motor Practice
- Specials (Art, Music, PE, Library)



Half Day

Primarily Services PreK 3
AM: 8:45 am - 11:15 am
PM: 12:30 - 3:00 pm

Full Day

Primarily Services PreK 4
Includes lunch and rest time
8:45 am - 3:00 pm

Curriculum Aligned to the Connecticut Early Learning and Development Standards (CT ELDS)



Cognition



Social and Emotional
Development



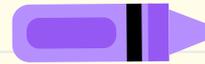
Physical Development
and Health



Language and Literacy



Creative Arts



Mathematics



Science



Social Studies

How Do We Measure Growth?

Language and Literacy (LL)							
Learning Progression	Young Infants by about 6 months	Older Infants by about 1 year	Young Toddlers by about 1.5 years	Toddlers by about 2 years	Older Toddlers by about 3 years	Young Preschoolers by about 4 years	Older Preschoolers by about 5 years
Strand A: Early learning experiences will support children to understand language (receptive language).							
Considerations for Multilingual Learners	<ul style="list-style-type: none"> Children may understand communication in languages other than those spoken in an early learning setting. Gather information about their understanding of all languages they are learning across settings to provide a full picture of a child's language development. Depending upon the features of the language(s) children are most comfortable with, their understanding of more complex syntax (e.g., plurals, past tense, compound sentences) in other languages may be impacted. Children who are still learning the primary language of the early learning setting may rely on contextual and visual cues to assist in their understanding of language. 						
AI. Understanding words	Responds to facial expressions or familiar voices by changing expression, movement, or crying	Responds to own name, and familiar words and phrases heard in context	Understands words, gestures, or signs used to refer to people, objects, or experiences that are not present	Understands much of what is communicated in language(s) they are most comfortable with Points to familiar objects, people, and body parts referred to in the language(s) they are most comfortable with	Understands more words across languages they are regularly exposed to, including nouns, verbs, and some adjectives	Understands words for objects, actions and visible characteristics (e.g., color, size) in real situations and symbolic contexts (e.g., books, pretend play)	Understands different types of words that convey more specific information about objects, actions and attributes in real situations and symbolic contexts (e.g., books, pretend play) Figures out the meaning of unknown words/concepts using the context of conversations, pictures, or concrete objects



VIDEO



PreK Parent Feedback



"Before my daughter started with the preschool program she was very behind in all aspects. She struggled the most with being able to communicate properly. When starting the preschool program, the most I thought she would learn was her ABC's and maybe how to count from 1-10. I never thought she would be where she is now. Not only does she know her ABC's and how to count from 1-10 she can recognize her own name and even spell it. She also knows how to identify a lot of her shapes and colors. She's can draw and color more clearly and she is able to focus on trying to achieve things. Whether it is folding, cutting, and even reading books. This preschool program also helped in getting her potty trained which I thought would never happen. And the biggest thing of all is she is able to communicate with full sentences and sound out hers words. I can go on and on at how much my daughter has accomplished while attending Kelly Lane preschool program. I'm so happy my daughter has taken part in this program and know she will be well prepared for kindergarten."

PreK Parent Feedback Cont.

“Both Mrs. Farnsworth and Mrs. Peterson have been fantastic and provide so much reassurance and love to the kids and the parents. It really makes it much easier on everyone. They take their time and get to learn the kids and work with them. I've really enjoyed working with them both and they've made a huge impact on my kids lives.”

“We have seen AMAZING progress from September to now with ‘our child’s’ learning. He just started reading, he can draw figures, he can do so many things that he couldn’t just a few short months ago. He loves school, loves his teachers, his friends, everything. I feel so lucky to live in Granby and have my children attend Kelly Lane preschool. Even luckier that you guys are offering full day next year- we are all looking forward to it!”

