

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Joyful Discoveries- Project Ready!

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

- Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
- Physical Development and Wellness Science Social and Emotional Development
- Social Studies

Describe the research base of the curriculum including references:

A key to reducing reading difficulty, particularly for children living in poverty, is to provide high quality, explicit, and well-planned instruction from the start of a child's school career. Preschools that provide quality language, literacy, and content instruction have produced promising positive effects on children's later academic achievement. However, many preschool programs are not equipped to provide quality instruction due to lack of teacher preparation and/or curriculum materials. Even teachers with advanced degrees may struggle with instruction due to weak and/or non-existent instructional materials. This project piloted a low-cost, research-based language and literacy instructional program for preschool children living in poverty.

The ability to read is paramount for social and economic advancement in our society, yet devastatingly large numbers of children continue to experience difficulty with reading, and significant gaps exist among economic and racial lines (National Center for Education Statistics, 2019). Children's skill sets entering kindergarten significantly predict first-grade reading scores, regardless of poverty, race, or numerous other variables (Callaghan & Madelaine, 2012). Reading difficulties that begin early in life are devastatingly stable across a child's school career (Juel, 1991). Children from lower socioeconomic backgrounds and those who are learning English as a second language too often begin school with lower pre-academic skills than their peers. Inequality in early childhood experiences and learning produces inequality in achievement, health, and adult success, indicating a social justice issue (Heckman, 2011). Entering kindergarten with strong literacy and language skills provides a critical foundation to education. In contrast, without quality early intervention, the skill gap widens throughout the elementary school years (Barnett, 2011; Carta et al., 2019; Chernoff et al., 2007; Garcia et al., 2016; Greenwood et al., 1994).

Early childhood education can have a profound effect on a child's academic success, particularly for children from low-income households and dual language learners (Ladd, 2017; Phillips et al., 2017). There have been a number of large-scale longitudinal studies focused on understanding school readiness and the opportunity gap. These studies

have confirmed the importance of high quality early childhood education and provide insight that can inform current efforts to improve early literacy (see Griffin & McCardle, 2013 for a review). There is a clear recognition of the need to provide high quality and well-planned instruction from the start of a child's school career that focuses on important knowledge and skills that are known for their impact on student academic outcomes (Barnes et al., 2016; Lonigan & Phillips, 2015).

Research has outlined the foundational skills in language and literacy that should be a focus for intentional instruction in early childhood. The Report of the National Early Literacy Panel (NELP, 2008) identified key foundational skill areas, the importance of which has been strengthened and expanded with subsequent research: phonological processing, print knowledge, and oral language (Shanahan & Lonigan, 2013). In a recent meta-analysis of preschool enhancement programs, Joo et al. (2020) found that adding skills-based language and literacy curricula to early childhood programs produced "large improvements in children's cognitive abilities, pre-academic skills, and overall outcomes" (p. 15). Skill based programs that focus on key early language and literacy targets, as articulated by the Report of the NELP (2008) and subsequent research (see Shanahan & Lonigan, 2013; Curenton et al., 2013 for review) produce increases in school readiness skills (Curenton et al., 2013; Duncan et al., 2015; Joo et al., 2020). Literacy 3 D (Greenwood et al., 2017) and Bright Start (Piasta et al., 2021) are two recent examples of promising skilled-based enhancement/intervention programs seeking to close the opportunity gap and ensure all children are ready for kindergarten. There is still a striking need for accessible, integrated core instructional practices. "Whereas some interventions and instructional practices may have been validated as effective, the number of practices that have been validated for use in early childhood settings is still quite limited" (Carta, 2019, p. 4). The research support for the specific validated early literacy practices are outlined below.

Phonological Processing and Letter Knowledge

Prior et al. (2011) found that pre-literacy skills, comprised of phonological awareness and letter knowledge, were the strongest predictors of school readiness with oral language also showing critical importance. Phonological awareness instruction and intervention have been shown to produce strong gains and efficacious outcomes across many studies (Gillon, 2004; Koutsoftas et al., 2009; Yeh & Connell, 2008; Ziolkowski & Goldstein, 2008). The NELP's (2008) meta-analytic results indicated that small-group instruction in phonological skills resulted in increased phonological awareness and early literacy skills. These results were even stronger when combined with instruction utilizing letters and print. Results of phonological intervention showed positive gains for all students when short, frequent mini-lessons in phonological awareness are embedded into a preschool curriculum. Phillips and Piasta (2013) indicated that overall code-focused instruction had moderate-to-large effects on later reading skills and results remained consistent across varied ages, formats, and duration of instruction, indicating that the specific variables are less important than simply having an intentional instructional time devoted to explicit instruction of phonological awareness and alphabet knowledge (Phillips & Piasta, 2013).

Oral language, listening comprehension, and knowledge

Oral language continues to be a strong predictor of achievement through third grade (Hart & Risley, 1995; Suskind, 2015; Walker et al., 1994). Effective language instruction includes a focus on skills such as listening comprehension with strong language models, understanding of vocabulary connected to background knowledge, and the development of expressive language. NELP results indicated positive impact of shared reading and interactive shared reading (dialogic reading) on oral language and listening comprehension skills. As Massaro (2015) noted, children's books have many more unfamiliar words than child-adult conversations, so vocabulary can be developed through intentional teacher focus on word choice and instructional routines (Beck et al., 2002) supported by exposure to the vocabulary through shared reading. Research supports whole and small group shared reading using evidence-based techniques including dialogic reading, word elaborations, print referencing, exposure to varied genres of text, and repetition of texts to increase understanding (Pentimonti et al., 2013). Despite the promise of well-planned shared reading instruction, these instructional techniques are currently not implemented in many preschool classrooms (Dickinson et al., 2003).

Recent research has highlighted the promise of building content knowledge to facilitate language comprehension and reading achievement (Tyner & Kabourek, 2020; Wexler, 2019). Building content knowledge includes developing rich vocabulary and oral language skills to understand and discuss concepts across a multitude of academic topics. This need for content-connected vocabulary and oral language instruction is present for all children (Massaro, 2015), but particularly important for English learners and children living in poverty (Tyner & Kabourek, 2020). Additionally, researchers have found limited focus on genres such as informational text in preschool classrooms (Pentimonti et al., 2011).

[Link to Full Research Article in Reading and Writing Quarterly](#)

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Standard	Curriculum Alignment
Approaches to Learning	
<p>AL 1.a. Engages in new and unfamiliar experiences and activities.</p>	<p>Description: While all routines in the curriculum are simple and easy to master both for teachers and students, initially those routines are new and unfamiliar. As students engage in more of the curriculum, they will inherently be engaging in new and unfamiliar experiences. Furthermore, as the dramatic play centers change with each unit, students will continue to have opportunities to engage in creative play that is new and unfamiliar throughout the school year.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics, Lesson 1 - Math, Counting and Number Recognition 1-5 - Telling Terrific Tales, Three Little Pigs - Dramatic Play Center, Units 2-10
<p>AL 1.b. Completes activities with increasingly complex steps.</p>	<p>Description: All routines in the curriculum gradually become longer and more complex. For example, Alphabetics lessons begin with simple five-minute routines that introduce just one phonological awareness skill and progress to longer 15-minute lessons that cover both phonological awareness skills and several concepts around letter names, sounds, and formation. Additionally, Telling Terrific Tales lessons progress from shorter, more simple stories with fewer words to longer, more complex stories with more words. Finally, all Math lessons cover many skills that are all introduced and practiced within the I Do, We Do, You Do model.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics, Lesson 1 to Alphabetics, Lesson 24 - Telling Terrific Tales, Three Little Pigs to Telling Terrific Tales, Little Red Riding Hood - Math, all lessons

AL 1.c. Persists in completing a task with increasing concentration.

Description: All routines in the curriculum gradually become longer and more complex. For example, Alphabetics lessons begin with simple five-minute routines that introduce just one phonological awareness skill and progress to longer 15-minute lessons that cover both phonological awareness skills and several concepts around letter names, sounds, and formation. Additionally, Telling Terrific Tales lessons progress from shorter, more simple stories with fewer words to longer, more complex stories with more words. Similarly, all Math lessons cover many skills that are all introduced and practiced within the I Do, We Do, You Do model. Finally, 123 Shared Story routines, which are completed daily, include Challenge books. Teachers choose to read these books when their students demonstrate increasing concentration in the 123 Shared Story routine.

Specific Example(s):

- Alphabetics, Lesson 1 to Alphabetics, Lesson 24
- Telling Terrific Tales, Three Little Pigs to Telling Terrific Tales, Little Red Riding Hood
- Math, all lessons
- Challenge books, in all units

<p>AL 2.a. Develops a growth mindset.</p>	<p>Description: At various points throughout the curriculum, teachers use information gathered in small group lessons to assess students' readiness to progress in skills. This is clearly seen in both the Alphabetics and math scope and sequence. As children progress in skills, they develop their self-concept as learners and celebrate their successes. Every routine within the curriculum is built around the foundation of errorless learning, where students feel successful and continue to grow in ability even when concepts are challenging for them. More specifically, there is discussion around growth mindset, developing as a learner, and recovering after perceived errors within many units during the 123 Shared Story routine.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 1: Welcome to Preschool "All Are Welcome Here" - Unit 6: My Amazing Body "When Sophie Gets Angry, Really, Really Angry" - Unit 10: The Arts "Beautiful Oops"
<p>Cognitive Development</p>	

<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p>Description: Within all routines, the development of comprehension and oral language skills is encouraged through answering questions about the book read or concept learned. Students must attend to the activity in order to answer questions about the learning experience. For example, within the daily 123 Shared Story routine, children engage in a dialogic shared book routine where they participate in activities before, during and after the story read aloud. All activities require them to recall information from both the general unit theme and the specific book read. Another example is the way background knowledge grows as students move through continent units. In the first continent unit, Unit 3- North America, students are exposed to basic concepts and vocabulary around continents (maps, globes, oceans, etc.). In the following continent units, students gain more knowledge around the general concept of continents as well as specific knowledge of each new continent studied.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Basic Concepts - 123 Shared Story Routine - Unit 3: North America, Unit 5A: South America, Unit 5B: Asia, Unit 7A: Africa, Unit 7B Australia
<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>Description: Development of symbolic thinking is encouraged in many ways within the curriculum. For example, children demonstrate symbolic thinking each time they engage in the theme-based dramatic play center. Students also develop symbolic thinking as they acquire letter and number knowledge in math and alphabets lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Dramatic Play Centers (Units 2-10) - Alphabets Lessons - Math Lessons

<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>Description: Interpersonal experiences are paramount within the curriculum. As students work cooperatively in small groups and play together in the dramatic play centers, they must strategize around problem solving. One example of working cooperatively to solve problems occurs frequently within the Telling Terrific Tales routine when students work together to decide who will get to play each role in the tale. Furthermore, many books read in the 123 Shared Story routine encourage problem solving. One example within Unit 10- The Arts is a story called <i>Sky Color</i> where the main character must figure out how to paint the sky in a mural when there is no blue paint available.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Telling Terrific Tales - Dramatic Play Centers - Unit 10: The Arts “Sky Color”
<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>Description: Flexibility in thinking and behavior develops as young children become aware of their feelings and begin to learn to manage them. This is a sub-theme in Unit 6: My Amazing Body. All of the books read within the 123 Shared Story routine encourage identification and management of feelings.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “The Feelings Book” - Unit 6: My Amazing Body “Big Feelings” - Unit 6: My Amazing Body “The Listening Walk”
<p>Creative Development</p>	
<p>CR 1.a. Expresses ideas and feelings through visual art.</p>	<p>Description: Each unit includes multiple crafts, roughly 4-6 per unit. Crafts are always the final activity of a small group re-read of a book that was previously read in whole group. Crafts relate to the theme of the unit, which allows students to practice new vocabulary and build schema around the theme.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness- Painting with recycled materials - Unit 3: North America- make a classroom map - Unit 7A: Africa- bead jewelry

<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>Description: Every morning, the shared story routine begins with students engaging in a song or rhyme related to the unit's theme. This song/rhyme always includes motions. More specifically, Unit 10- The Arts includes the subthemes of Music and Dance. Students engage in dialogic reading, complete crafts, play in a dramatic play area, and engage in small group oral language and math activities all related to these sub themes.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 10: The Arts- Recital Hall Dramatic Play Center - Unit 10: The Arts- Make an instrument from recycled materials - Unit 10: The Arts- Creative Dance "How Do You Dance?"
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>Description: Each unit includes a dramatic play area related to the theme. Here, students are encouraged to use new vocabulary and schema around the theme to engage in play.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 4: Astronomy- Observatory - Unit 6: My Amazing Body- Healthy Restaurant - Unit 8: Seasons and Weather- Meteorology Center
<p>Language and Literacy</p>	
<p>LL 1.a. Demonstrates understanding of increasingly complex language.</p>	<p>Description: Within the dialogic reading routine and small group oral language routines, increasingly complex language is used. Students are asked more difficult questions and are encouraged to respond and share in increasingly longer utterances as the curriculum progresses. Additionally, language become increasingly complex within the small group oral language routines as the year progresses.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Reading Routine - Telling Terrific Tales Routine - SAMMY (Wordless Book) Routine

<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p>Description: In the dialogic reading routine (123 Shared Story), teachers systematically and explicitly teach vocabulary and background knowledge related to the unit’s theme. For each book read aloud, 2-3 vocabulary words are selected and defined in preschool-appropriate language. Teachers pause while reading the story to define these words and engage in a brief discussion to make the new words relevant for students. This routine occurs daily.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 1: Welcome to Preschool “All Are Welcome Here” (haste, diversity) - Unit 2: Kindness “Stick and Stone” (lonely, vanish) - Unit 3: North America “Me on the Map” (map, continent, country)
<p>LL 1.c. Communicates using increasingly complex language.</p>	<p>Description: Students are encouraged to respond during the dialogic reading routine (whether whole group or small group re-read) and all small group oral language lessons. Student responses are elicited in a variety of ways with the goal of always moving toward more complex language use.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story routine - SAMMY (Wordless book) routine - Telling Terrific Tales - 123 Shared Story Re-read routine
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p>Description: Development of oral language skills is a foundational goal for all routines within the curriculum, especially within the small group oral language routines (SAMMY, Telling Terrific Tales, and 123 Shared Story re-reads.) Students also practice their conversation skills through play in the theme-based dramatic play center.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story - SAMMY (Wordless book) routine - Telling Terrific Tales routine - 123 Shared Story re-read routine - Dramatic play centers

<p>LL 1.e. Develops comprehension of read-aloud text.</p>	<p>Description: Read-alouds (whether whole or small group) are always done within a dialogic reading routine. This means that student comprehension is constantly being monitored. Students are asked to answer questions and respond to text in a variety of ways daily. While the stories shared within the Telling Terrific Tales routine is shorter than a typical picture book, students are also encouraged to answer questions and demonstrate comprehension of the stories shared within this routine.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story routine - 123 Shared Story Re-read routine - Telling Terrific Tales routine
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>Description: Awareness of syllables appears throughout the curriculum. New content words are frequently practiced by clapping the syllables in the word. More specifically, Alphabetics lessons systematically and explicitly teach the concepts behind syllabication.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics, Lessons 1 to 12: clap syllables in student names - Alphabetics, Lesson 1: blending syllables in compound words - Alphabetics, Lessons 2 to 4: segmenting syllables in compound words - Alphabetics, Lessons 5 to 7: blending syllables in multisyllabic words - Alphabetics, Lessons 8 to 12: segmenting syllables in multisyllabic words

<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>Description: Within the Alphabetics routine, letters are introduced by tying the initial sound in a key word to the letter. This means initial sounds are being taught from the very beginning of the Alphabetics sequence. More specifically, onset and rime are systematically and explicitly taught as phonological awareness skills in later Alphabetics lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics, Lessons 13: blending onset and rime - Alphabetics, Lessons 14: blending onset and rime - Alphabetics, Lesson 15: blending onset rime - Alphabetics, Lesson 16: blending onset rime
<p>LL 2.c. Develops understanding of rhyme.</p>	<p>Description: Students are exposed to rhyme in a variety of ways. The dialogic reading routine (done daily) begins with a song or rhymes and many books include rhyming text. More specifically rhyming is taught systematically and explicitly within the Alphabetics routine.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics, Lessons 17: Identifying words that rhyme - Alphabetics, Lessons 18: Identifying words that rhyme - Alphabetics, Lessons 19: Identifying words that rhyme - Alphabetics, Lessons 20: Identifying words that rhyme
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>Description: Print concepts are primarily taught within the daily dialogic shared reading routine. The title, author, and illustrator are pointed out for each book. There is discussion around concepts like setting and character. Furthermore, a variety of text is included in each unit. Fiction and non-fiction books are read aloud. Attention is drawn to the features of non-fiction books when they are used.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story routine - 123 Shared Story Re-read routine

<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>Description: Letters are systematically and explicitly taught using a speech to print routine in Alphabetics lessons. Students learn everything about all the letters- letter name, letter sound, capital and lowercase letters, letter formation, etc. Furthermore, letters learned in Alphabetics lessons are pointed out in the Shared Writing routine.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics Books 1-7
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>Description: Paragraph writing is modeled within the Shared Writing routine. Within this routine, teachers model how to put student ideas into writing. Students then “read” their written words together. There are four shared writing routines in each unit, beginning with Unit 2: Kindness.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness, Good People Everywhere - Unit 2: Kindness, Kitten and the Night Watchman - Unit 2: Kindness, Lola Gets a Cat - Unit 2: Kindness, A World of Kindness
<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>Description: Students are encouraged to “write” and draw in dramatic play centers and writing or letter centers. More specifically letter formation and pencil grip are taught systematically and explicitly within the Alphabetics routine. Furthermore, many crafts include elements of writing.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness, Dramatic Play Center (Vet’s office, recording forms) - Alphabetics, lesson 1, letter Tt - Unit 1: Welcome, All About Me craft
<p>Mathematics</p>	

<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>Description: Counting is practiced throughout the Math routine. More specifically, rote counting (while pointing to a number line) is the warm up activity for Counting and Number Recognition lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Counting and Number Recognition 1-5 - Math, Counting and Number Recognition 6-10 - Math, Counting and Number Recognition 11-20 (Enrichment)
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>Description: Within many math lessons, teachers model and students practice one-to-one correspondence and cardinality. These skills are specifically addressed within all Counting and Number Recognition lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Counting and Number Recognition 1-5 - Math, Counting and Number Recognition 6-10 - Math, Counting and Number Recognition 11-20 (Enrichment)
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>Description: Subitization is modeled and practiced in the Number Recognition without Counting 1-5 lesson, which occurs after Counting and Number Recognition 1-5 in the math sequence. Students will do at least 4-8 lessons on this skill before mastery is assessed.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Number Recognition without Counting 1-5
<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>Description: Recognition of written numerals is modeled and practiced within the Counting and Number Recognition lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Counting and Number Recognition 1-5 - Math, Counting and Number Recognition 6-10 - Math, Counting and Number Recognition 11-20 (Enrichment)

<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>Description: An understanding of number relationships is modeled and practiced in More Than, Less Than, Same lessons. Operations are modeled and practiced in Addition and Subtraction lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Same/Different - Math, More Than - Math, Less Than - Math, Addition Sums of 2-4 - Math, Addition Sums of 4-6 - Math, Addition Sums of 6-10 (Enrichment) - Math, Subtraction Starting with 2-4 - Math, Subtraction Starting with 4-6 - Math, Subtraction Starting with 6-10 (Enrichment)
<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>Description: Measurement is modeled and practiced in a variety of ways within Unit 9: Botany. Students measure classroom items using an inchworm (non-standard measurement), a ruler, and a tape measurer. Students also weigh items with a balance scale.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 9: Botany Book 6 Inch by Inch - Unit 9: Botany Book 21 Balance the Birds - Unit 9: Botany Measurement with rulers and measuring tapes (Botany Dramatic Play Center)
<p>MA 3.b. Develops the ability to sort.</p>	<p>Description: Sorting is primarily taught and practiced within the Basic Concepts routine, where students sort by color, shape, or relative size. It is also taught and practiced within the 123 re-read routine for several books.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Basic Concepts, Color, Sorting - Basic Concepts, Shape, Sorting - Basic Concepts, Relative Size, Sorting - Unit 2: Kindness, Showing Kindness Kind/Unkind Sort - Unit 2: Kindness, Ten Things I Can Do to Help My World, Trash/Recycle Sort

<p>MA 3.c. Develops understanding of patterns.</p>	<p>Description: Patterns are modeled and practiced within the Patterning lessons.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Math, Copy the Pattern - Math, Extend the Pattern - Math, Create a Pattern (Enrichment)
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>Description: Shapes are primarily taught within the Basic Concepts routine. In small groups, teachers read a book about shapes and teach shape name(s) using simple foam shapes that engage the students in a simple activity.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Basic Concepts, Shapes, Three Part Lesson - Basic Concepts, Shapes, What Shape? - Basic Concepts, Shapes, I Spy - Basic Concepts, Shapes, Creating Shapes - Basic Concepts, Shapes, Combine Shapes to Make Larger Shapes - Basic Concepts, Shapes, Sorting - Basic Concepts, Shapes, Describe and Compare Objects - Basic Concepts, Shapes, What Else?
<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p>Description: Exposure to concepts around spatial relationships occurs throughout the curriculum. For example, students explore prepositions by placing a small stuffed animal and bowl in various positions (in the cup, behind the cup, etc.) This occurs early in the Alphabetics routine. Additionally, in the Basic Concepts routine, students explore making larger shapes out of smaller shapes. Furthermore, in Alphabetics Playful Interventions, students practice letter names in a fun, playful way by putting together a simple shape puzzle and using tangram pieces to make different shapes.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics book 0 Phonological Awareness - Basic Concepts “Big Box of Shapes” - Alphabetics Playful Interventions (X, F, V, R)
<p>Physical Development and Wellness</p>	

<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>Description: Students practice non-locomotor skills daily and locomotor skills at various times throughout the school year. For example, the 123 Shared Story routine begins with Language Time every day. This activity promotes phonological awareness and development of non-locomotor skills as students repeat the rhyme or song and do the related movements. Additionally, many Alphabetics activities encourage students to develop non-locomotor skills by moving in a variety of ways. One example is letter statues where students make the shape of a letter with their body. Students practice locomotor activities frequently in Unit 10: The Arts, particularly in subtheme 3: Dance.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story Language Time - Alphabetics Letter Statue Cards - Unit 10: The Arts “How Do You Dance?”
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>Description: Students develop fine motor skills throughout the curriculum. Students do crafts 2-4 times per unit. Each craft encourages students to develop fine motor skills as they are exposed to a variety of crafting tools and materials. Additionally, students trace tactile letters in Alphabetics lessons. They also use materials like Wikki-Sticks, playdough, and monkey noodles to approximate the shape of letters.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 8: Seasons and Weather “One Leaf, Two Leaves Count with Me” Four Seasons Tree Craft - Alphabetics: Explore the Letter- Tactile Letter Tracing - Alphabetics: Make the Letter
<p>PW 1.c. Develops oral motor skills.</p>	<p>Description: Development of oral motor skills is promoted throughout the curriculum, particularly within the Alphabetics routine. Students isolate the initial sound in target words. There is discussion around how the sound is formed in the mouth. This activity is part of every introductory lesson.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics: Lesson 1 - Alphabetics: Lesson 5 - Alphabetics: Lesson 17

<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>Description: Students use their senses and movement to guide motions and interactions in many ways. For example, students move together as they recite the Language Time rhyme or song daily. They move finger puppets to tell familiar tales and they use body movements to create patterns as a warm up in Math lessons on patterning.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Story- Language Time - Telling Terrific Tales - Math: Patterning Warm Up
<p>PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.</p>	<p>Description: Student explore many human biology related concepts in Unit 6: My Amazing Body. The sub-themes of the unit are Our Bodies: Body Parts, Our Five Senses, Skin, Taking Care of Our Bodies: Healthy Eating, Exercise, Taking Care of Our Teeth, and Understanding & Managing Feelings.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “Jessica’s X-Ray” - Unit 6: My Amazing Body “Count Your Greens” - Unit 6: My Amazing Body “Tooth Trouble”
<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>Description: Students are encouraged to develop personal health and self-care practices both directly through the curriculum, especially in Unit 6: My Amazing Body, and indirectly through the setup of the classroom. Teachers are encouraged to create classroom and self-care stations so students can become increasingly competent in cleaning up messes in the classroom and on their own bodies.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “Just Going to the Dentist” Tooth Brushing Craft - Curriculum Guide: Setting Up the Classroom-Self Care Station - Curriculum Guide: Setting Up the Classroom-Classroom Care Station

<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>Description: Students have many opportunities to develop healthy eating habits and an understanding of the importance of healthy foods within Unit 6: My Amazing Body. Sub-Theme 2 for this unit contains many books about healthy eating. Furthermore, in this unit, students play in the Healthy Restaurant dramatic play center where they take turns playing different roles related to a restaurant.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “From the Garden” - Unit 6: My Amazing Body “Count Your Greens” - Unit 6: My Amazing Body Dramatic Play Center- Healthy Restaurant
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>Description: Healthy sleep and rest is promoted primarily in Unit 6: My Amazing Body when students engage in read alouds about healthy habits.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “Me and My Amazing Body” - Unit 6: My Amazing Body “Our Special World: My Body”
<p>PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p>	<p>Description: Students participate in a variety of physical activity throughout the curriculum. Physical activity is explicitly encouraged within sub-theme 2 of Unit 6: My Amazing Body.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - 123 Shared Reading Language Time - Unit 6: My Amazing Body “The Busy Body Book” - Unit 10: The Arts Recital Hall Dramatic Play Center

<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>Description: Community helpers, including police officers, firefighters and crossing guards, are explored and discussed within the Playful Interventions routine for Alphabetics. Students explore the role of these community helpers through this playful activity that is completed 1:1 with a teacher. Safety practices are also addressed within discussion of the classroom schedule in Unit 1: Welcome to Preschool and in reading about dangerous weather events in Unit 8: Seasons and Weather.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Alphabetics Playful Interventions (J, K, P, Q) - Unit 1: Welcome to Preschool “Maisy Goes to Preschool” - Unit 8: Seasons and Weather “National Geographic Kids Weather”
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Science	
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<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>Description: Exploration of objects in the environment is the main purpose for many dramatic play centers, particularly those with a nature center theme. For example, in Unit 3: North America, students use scientific tools to explore objects found in nature. In Unit 9: Botany, students explore birds commonly found in North America.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 3: North America Nature Center Dramatic Play - Unit 5A: South America Ocean Exploration Dramatic Play - Unit 9: Botany Nature Center
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<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>Description: Exposure to concepts around cause and effect occurs primarily within Nature Center-themed dramatic play centers. For example, students explore color mixing in Unit 3: North America, explore ocean animals in a sensory table in Unit 5A: South America, and observe as caterpillars become butterflies in Unit 9: Botany.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 3: North America Nature Center Dramatic Play Center “Color Mixing” - Unit 5A: South America Ocean Nature Center Sensory Table - Unit 9: Botany “Butterfly Life Cycle”
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Social Emotional Development	
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<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>Description: Students develop their self-identity throughout the curriculum but especially within Unit 6: My Amazing Body. Students are exposed to different cultures in the continent units which allows deeper understanding of their own culture. In Unit 6: My Amazing Body, there is discussion around the ways in which people and their bodies are similar and unique. Each student is celebrated for their uniqueness.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 3: North America “Fry Bread” - Unit 6: My Amazing Body “We’re Different, We’re the Same, and We’re Wonderful” - Unit 7A: Africa “Papa, Do You Love Me?” Beaded Jewelry Craft
<p>SE 1.b. Develops understanding of emotions.</p>	<p>Description: Understanding and Managing Emotions is sub-theme 3 of Unit 6: My Amazing Body. Students learn to identify their own emotions through several read-alouds.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “The Feelings Book” - Unit 6: My Amazing Body “The Very Grumpy Day” - Unit 6: My Amazing Body “Big Feelings”
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>Description: Understanding and Managing Emotions is sub-theme 3 of Unit 6: My Amazing Body. Students learn to identify their own emotions through several read-alouds.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 6: My Amazing Body “When Sophie Gets Angry, Really, Really Angry” - Unit 6: My Amazing Body “Big Feelings” - Unit 6: MY Amazing Body “The Listening Walk”

<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>Description: Showing Kindness to Family and Friends is the first sub-theme in Unit 2: Kindness. Through read-alouds, students explore concepts around empathy, understanding, and kindness. Similar concepts are explored in Unit 6: My Amazing Body which an underlying theme of celebration of everyone as a unique individual.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness “How to Two” - Unit 2: Kindness “Stick and Stone” - Unit 6: My Amazing Body “All Bodies Are Good Bodies”
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>Description: Development of secure, trusting relationships with adults is encouraged throughout the curriculum, but especially so in the first three read-alouds of Unit 2: Kindness. Students create cards to thank special adults in their lives, students discuss and create a shared writing about adults who help them at school, and students read about a loving family matriarch.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness “Showing Kindness” - Unit 2: Kindness “Good People Everywhere” - Unit 2: Kindness “Grandma’s Tiny House”
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>Description: Socially competent behaviors are especially clearly addressed in Unit 1: Welcome to Preschool, Unit 2: Kindness, and Unit 6: My Amazing Body.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 1: Welcome “All Are Welcome Here” - Unit 2: Kindness- Kindness Garden - Unit 6: My Amazing Body “We’re Different, We’re the Same, and We’re Wonderful”

<p>SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>	<p>Description: Students have many experiences to develop strategies for resolving conflicts with peers. Explicit discussion around resolving conflicts with peers occurs in Unit 2: Kindness with the Kind/Unkind Picture Sort activity. Through cooperative activities like collaborative crafts and playing in the dramatic play center, students will naturally encounter and work together to solve conflicts.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 2: Kindness “Showing Kindness” Kind/Unkind Sort - Unit 5A: South America “The Rainforest Grew All Around” Classroom Mural - Unit 7B: Asia Wildlife Vet Dramatic Play Center
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Social Studies	
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<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>Description: As students are exposed to different cultures through the continents units and celebrate their own uniqueness in Unit 6: My Amazing Body, students develop an awareness of their own culture and cultures around the world.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 3: North America “Off We Go to Mexico” - Unit 5B: Asia “Desert Girl, Monsoon Boy” - Unit 6: My Amazing Body “The Colors of Us”
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<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>Description: Students become aware of their own needs and wants, those of trusted adults, and those of their peers through interpersonal experiences in the classroom. There are many opportunities for these experiences within the curriculum. For example, they learn to identify their own needs and wants while playing in dramatic play centers. They learn to recognize that resources are scarce and must be shared in Telling Terrific Tales routines when each student must choose a role to play. Finally, they must address their own needs and wants as well as those of peers as they collaboratively create art projects, like murals.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Dramatic Play Centers - Telling Terrific Tales - Unit 10: The Arts “Sky Color” Classroom mural
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<p>SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.</p>	<p>Description: Students develop an understanding of their rights and responsibilities at school within Unit 1: Welcome to Preschool. These ideas are developed further in Unit 2: Kindness when they explore showing kindness to peers, animals, and the earth.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Unit 1: Welcome to Preschool “All Are Welcome Here” - Unit 1: Welcome to Preschool “Maisy Goes to Preschool” - Unit 2: Kindness “A World of Kindness”
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p>Description: Teachers encourage students to take care of the environment by setting up a classroom care station. Care of the environment is explicitly taught in Unit 2: Kindness Sub-theme 3: Kindness to Earth.</p> <p>Specific Example(s):</p> <ul style="list-style-type: none"> - Curriculum Guide: Classroom Care Station - Unit 2: Kindness “The Earth Book” - Unit 2: Kindness “Ten Things I Can Do to Help My World”