Joyful Discoveries

Curriculum Guide

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1. CURRICULUM OVERVIEW

The Joyful Discoveries Curriculum is a comprehensive preschool early learning curriculum. It covers **all** of Ohio's Early Learning Standards and is intended for use with preschool children ages 3 – 5 across a one-year or two-year preschool cycle. It is an integrated, research-based early learning curriculum with a focus on language development, content knowledge, and early literacy skills. It was designed to follow the science of early learning and reading instruction.

The Joyful Discoveries Curriculum consists of:
o Twelve theme-based units with whole group, small group, and center-based instruction.
o Two additional, small groups that are not theme-based: Alphabetics and Telling Terrific Tales
o Two sets of interventions: Basic Concepts and Playful Letter Interventions

The instructional time starts with the morning circle (approximately 15-20 minutes) and then transitions into small group instruction and center time (60 min block). Teachers work with small groups (10-15 minute group meetings) while the remaining children learn and play in the classroom centers. The knowledge-rich content theme is introduced in circle time and reinforced across small groups and center play. For each theme, a content-specific play-based center is introduced in the classroom (see Figure 1).

Past Research: The current curriculum is an expansion of a successful pilot research project where children participating in the Project Ready program significantly outperformed peers on measures of language and early literacy skills who did not participate in the program. The peer-reviewed research article is published as open source and can be obtained on our website.

Murdoch, A., Warburg, R., Corbo, E., & Strickler, W. (2021). Project Ready! An early literacy program to close the readiness gap for children living in poverty. *Reading & Writing Quarterly.*

Creation Team:
Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli are the primary authors of the curriculum.
Dr. Elizabeth Corbo created the Shared Writing Routine & handwriting routines.
Dr. Meghan Martin contributed to the creation of the Telling Terrific Tales Routine.
Dr. Lisa Cipolletti contributed to the vocabulary routine in 123 Storybook.
Original songs were created by Dan and Elizabeth Corbo.
Original poems in the alphabetics group were created by Autumn Nidalmia.
Original artwork throughout the curriculum was created by Jenny Katman, Madison Taylor, and Ricardo Aielli

CURRICULUM OVERVIEW

WHOLE GROUP
15-20 mins. **DAILY**

123 SHARED STORY
- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING
- Teacher-led exposure to the writing process
- Student-generated ideas

SMALL GROUPS WITH PLAY CENTERS
60 mins. per day, 10-15 mins. per group session

SMALL GROUPS
connected to content theme

SMALL GROUPS
not connected to theme

123 STORYBOOK RE READ

MATH FOLLOW UP LESSONS

TELLING TERRIFIC TALES
Storytelling

ALPHABETICS

SAMMY
Wordless Books

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

THEMES

Joyful Discoveries has twelve themed units that alternate between a geographic/cultural theme and a science theme. Each theme consists of three or four subthemes. Within each theme, a variety of rich children's books are used (fiction, non-fiction, rhyming, and math). After an initial (brief) welcome to the school unit, each unit has between 20-25 books and lasts approximately 4 weeks. Ten units are done across each year. The 8 core themes are meant to be done across both years in the 2-year preschool cycle, and the 4 non-core themes can be rotated for variety across the two years of preschool. Within the core themes, there are a variety of challenge books that would be skipped during the first year of preschool and used in the 2nd year (adding variety across the 2-year cycle).

Year 1	Year 2
Welcome	Welcome
Kindness	Kindness
North America	North America
Astronomy	Astronomy
South America	Asia
My Amazing Body	My Amazing Body
Africa	Australia
Seasons and Weather	Seasons and Weather
Botany	Botany
The Arts	The Arts

UNIT THEME	KEY CONTENT COVERED
Welcome	Learning about our school, learning about each other, things we will learn at school
Kindness	Showing kindness to family and friends, animals, and our planet. Occupations - veterinarian, zookeeper, naturalist
North America	Maps and globes, continent of North America, countries and people in North America, scientists who study nature, habitats of N. America
Astronomy	The universe, planets, moon, stars, and astronauts & engineers
South America	Maps and globes, continent of South America, countries and people, rainforest & animals, plateau region & animals, ocean & animals
Asia	Maps and globes, continent of Asia, countries and people, Mount Everest and mountaineering, animals of Asia
My Amazing Body	Our bodies, taking care of our bodies, understanding and managing feelings
Africa	Maps and globe, continent of Africa, countries and people, African habitats and animals, scientist - Jane Goodall
Australia	Maps and globes, continent of Australia, countries and people, habitat & animals of Australia
Season and Weather	The four seasons, weather, individual seasons, meteorologist
Botany	Plants and flowers, butterflies and bees, trees and birds
The Arts	Music, visual arts, and dance.

2. RESEARCH BEHIND THE CURRICULUM LANGUAGE, LITERACY, AND KNOWLEDGE

Research

The skills targeted and the instructional routines created have been designed to reflect the research on early language and literacy development (Herrera et al., 2021; NELP, 2008), preschool math development (Frye et al., 2013), structured and explicit instruction (Archer & Hughes, 2011) align with Ohio's Early Learning and Development Standards: Birth to Kindergarten Entry (Ohio Department of Education, 2022). There are a number of instructional routines that target early language and literacy skills. This section will outline the research used to create these routines.

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 (see Herrera et al., 2021; Shanahan & Lonigan, 2013; Curenton, et al., 2013 for reviews).

Key foundation skills supported by research:
Phonological awareness
Print Knowledge (Alphabet Knowledge)
Oral Language
Listening Comprehension

Adding skills-based language and literacy curricula to early childhood programs that addressed these skills produced "large improvements in children's cognitive abilities, pre-academic skills, and overall outcomes" (Joo et al., 2020, p. 15). Research has outlined both what skills should be taught in preschool and how best to teach those skills. This curriculum teaches these skills in a structured, skill-based manner utilizing intentional instructional routines.

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 (2008) & Herrera et al., (2021) results indicated a positive impact of shared reading and interactive shared reading (dialogic reading) on oral language and listening comprehension skills. As Massaro (2016) 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., 2013) 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).

RESEARCH BEHIND THE CURRICULUM LANGUAGE, LITERACY, AND KNOWLEDGE

Research

Recent research has highlighted the promise of building content knowledge to facilitate language comprehension and reading achievement (Tyner & Kabourek, 2020; Wexler, 2019; Willlingham, 2016). 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, 2016), 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).

How it is Taught in the Curriculum

The curriculum features instructional routines targeting oral language, listening comprehension, and knowledge in whole-group circle time along with three small groups as well as shared writing and math experiences. Instruction in these areas is interwoven throughout the day in whole and small group routines as well as center time play. The curriculum utilizes rich children's literature and non-fiction books across circle time and small groups. The children's books were chosen carefully for their ability to teach the content to preschool- aged children, expand oral language and narrative skills and represent a diversity of children and families. Language development is a primary driver of the curriculum and reflects the strong research base demonstrating the predictive power of strong language skills on later academic outcomes for children, along with research on the specific instructional techniques that increase language skills (Dickinson, et al., 2010; Hogan, et al., 2013; NICHID Early Child Care Research Network, 2005; NELP, 2008; Pentimonti, et al., 2013).

As outlined below, there are five different routines to teach oral language and listening comprehension skills shown to be important from research (Curenton, et al., 2013; Gardner-Nerblett & Iruka, 2015; NELP, 2008; Pentimonti, et al., 2013; Weisleder & Fernald, 2013). All routines are used across all units and focused on key oral language (i.e., use of new vocabulary, verbal expression and reasoning, speaking in increasingly complex sentences) and listening comprehension skills (i.e., listening to stories, perspective taking, retelling, understanding key story concepts and events along with the vocabulary of texts and stories).

Oral Language & Listening Comprehension Routines Focused on Knowledge Building
- 123 Shared Story Routine (123 Re-Read)
- Telling Terrific Tales
- SAMMY (wordless books)
- Shared Writing
- Math

3. Explicit Instruction and Active Student Engagement

Overview

The Project Ready curriculum utilizes an explicit instruction framework in each routine. The components of explicit instruction have a direct positive effect on student engagement, learning, and behavior.

Explicit Instruction Component	Benefits
Instruction focused on critical content	By focusing on just the content that is critical to preschool students' later academic success, we respect their developmentally-appropriate short attention spans and ensure they do not become overwhelmed with unnecessary content.
Skills progress logically	Introducing skills in a logical way supports student success by ensuring they have the necessary prerequisite skills before being introduced to a new skill. Students are asked to perform at a level that is currently appropriate for them.
Complex skills are broken down	Complex skills are broken down to manageable parts and then combined. Students are not left to struggle as they figure out complex skills.
Lessons are organized and focused	Organized and focused lessons reduce the cognitive load for teachers and students. Everyone is able to focus on the new content and not become overwhelmed or distracted.
Goals are stated clearly	Students know what they will be doing from the beginning of each lesson. They do not have to wonder what they are doing or learning. The use of repetitive routines combined with clearly stated learning goals promotes confidence and security in young learners.
Clear and concise language	Scripting parts of our lessons supports the use of clear, concise language that reduces the cognitive load for students. They do not have to tease out key information from an overabundance of unnecessary language.
Guided and supported practice	Responsibility for knowledge of the content is gradually transferred from teacher to students. First the teacher models the skill before guiding students through group practice and then supporting students through individual practice. Students have a multitude of practice opportunities before being asked to perform a new skill individually.

Explicit Instruction and Active Student Engagement

Explicit Instruction Component	Benefits
Frequent responses required	All students are supported to remain actively engaged throughout the lesson. Teachers avoid calling on just students who volunteer to answer questions and instead utilize a variety of questioning techniques that involve all students. As student engagement goes up, inappropriate behaviors go down.
Close monitoring of student progress	Teachers are constantly monitoring student progress through frequent student responses. This allows teachers to immediately adapt lessons to student needs.
Immediate feedback	Students know immediately if they are correct or incorrect. Feedback is given in the same tone as instruction is delivered—upbeat and positive. This allows students to monitor their own learning and make adjustments frequently.
Lessons delivered with brisk pace	Instruction is delivered at an appropriate pace that isn't too slow or too fast. For example, teachers do not waste time providing too many hints when students do not know an answer. This pace helps to hold student attention through the entire lesson.
Cumulative practice	Skills are regularly refreshed and monitored. This ensures that students are learning content at a deep level and knowledge is passing on to long-term memory. When students recognize their own success, their self-confidence soars and they become even more active members of the classroom community.

4. Whole and Small Group Routines

The Joyful Discoveries Curriculum has the following research-based routine. The next section of the guide outlines the research and the routine.

Oral Language, Listening Comprehension, & Content Knowledge
- 123 Shared Story Routine (and Small Group 123 Re-Read Routine)
- Telling Terrific Tales
- SAMMY
- Shared Writing
- Math Small Group Follow-Up Lessons

Alphabetics
- Alphabetics
- Playful Interventions

Basic Concepts

CURRICULUM OVERVIEW
ORAL LANGUAGE & LISTENING COMPREHENSION WITH A KNOWLEDGE FOCUS

WHOLE GROUP
15-20 mins. **DAILY**

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MATH FOLLOW UP LESSONS

123 STORYBOOK RE READ

SMALL GROUPS
not connected to theme

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Storytelling

ALPHABETICS

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

5. 123 Shared Story Routine

Materials
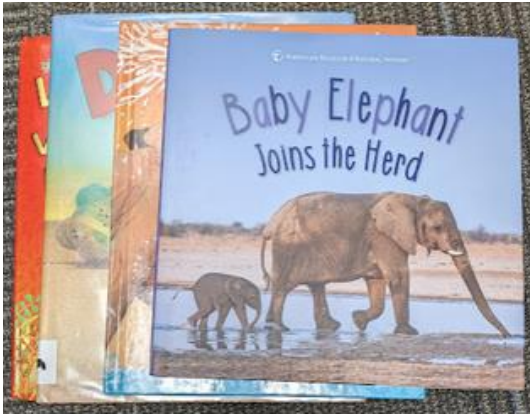
books
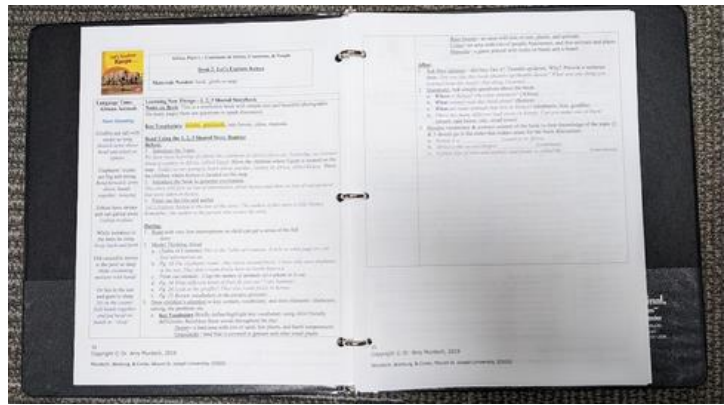
scripted lesson plans

Overview and Research

The **123 Shared Story Routine** is completed daily during circle time to allow for whole group phonological awareness development through language play, to introduce new topics within the theme, support vocabulary development, and provide students with an opportunity to ask and answer questions connected to a text. Small groups and the dramatic play center are introduced and connected to this content, so it is important to complete the 123 Shared Story Routine at the beginning of each day. The routine should take approximately 15-20 minutes to complete. The routine uses a dialogic reading framework that incorporates key instructional activities that build listening comprehension: summarizing, modeling private speech or think-alouds, teaching key academic vocabulary, encouraging prediction, and story element questioning (Curenton, et al., 2013; NELP, 2008; Pentimonti, et al., 2013). In this routine, teacher language is outlined to increase child engagement in the story, elicit responses to specific questions, and expand the child's thinking about the story and use of oral language skills.

The **123 Re-Read Routine** is a second read of the story read in whole group, but it is completed in a **small group** to provide more opportunities for students to discuss the book and complete a related activity. This is an important routine as it allows children to hear and talk about a familiar story. Reading books multiple times is a key instructional strategy to increase language and listening comprehension skills (Herrera, et al., 2021; NELP, 2008; Pentimonti, et al., 2013).

123 Shared Story Routine

123 Shared Story Routine

Language Time! = Phonological Warm-Up using a poem, finger play, or song

Before Reading
1. Introduce the theme/topic
2. Point out the title, author, and illustrator
3. Introduce the book

During Reading
1. Reading with very few interruptions so children get a sense of the full story.
2. Model thinking aloud.
3. Draw children's attention to key content and vocabulary using student-friendly definitions. (Each book had 3 key vocabulary words.)

After Reading
1. Ask questions about the book.
2. Review the vocabulary
3. Activity with content & vocabulary
   * Reinforce vocabulary across the day!

Primary Skills in Every Lesson

Knowledge Building
- Book connected to theme teaching important content knowledge

Listening Comprehension
- Listening to a book and answering questions
- Inferencing

Oral Language
- Retelling/ summarizing
- Inference
- Sequencing
- Stating an opinion
- Using increasingly longer and more complex sentences.

Vocabulary
- Story vocabulary (characters, setting, etc.)
- Academic vocabulary
- Academic Vocabulary connected to the theme.

Print Concepts
- Read left to right
- Title, author, illustrator
- Words carry the meaning (not the pictures)

6. Telling Terrific Tales

Materials

Story Cards

Story Script

Puppets

Materials Basket

Overview and Research

For the **Telling Terrific Tales Routine**, teachers do not use a book, but instead orally tell a common story (fairy tale or fable) using puppets and story sequence cards to engage the children. This routine requires the children to listen carefully so they are prepared to act out the story using their own language. Telling Terrific Tales is done initially across three days for each story. Each day is slightly different and fades the teacher's support. Once the three-day instructional routine is completed, the tale can be repeated with the children telling the story as frequently as they are interested. Once children experience the story in this small group several times, story cards and puppets are placed in a center to provide opportunities for the children to act out the story with their peers or independently. There are eight stories and the suggestion is to work on one story for a number of days across one month.

This routine utilizes a highly motivating story-based play activity with strong demands on both listening and speaking skills that is known to be important for listening comprehension and oral language development (Curenton, et al., 2013; Yazici & Bolay, 2017). This small group is not connected to the theme. Teachers choose how to progress through the tales. There are enough tales to introduce one per unit. However, some might choose to spend more or less time on a tale in response to student interest.

Telling Terrific Tales

Outline of Routine

Telling Terrific Tales General Outline

First Read – Day 1
1. <u>Teacher tells the story:</u> Read the story and layout sequence cards as you read and show the action of the story with the puppets.
2. <u>Debrief</u>: Ask Questions & Review the story - show sequence cards and engage children with the cards.
3. <u>Guided Retell:</u> The teacher takes the lead.

Second Read – Day 2
1. <u>Teacher tells the story with students:</u> Hand out the puppets and read the story again with sequence cards, asking the children to play each part. Help the children retell the story using the puppets and cards.
2. <u>Debrief</u>: Ask Questions & Review the story - show sequence cards as needed.

Third Read – Day 3
1. <u>Guided Retell:</u> Using the sequencing cards, the teacher retells the story.
2. <u>Children Tell the Story</u>: Hand out the puppets and read the story again, asking the children to play each part. Help the children retell the story using the puppets

Primary Skills in Every Lesson:

Knowledge Building
- Common fairytales and fables
- Story Elements

Listening Comprehension & Oral Language
- Listening to a story and answering questions without the aid of book
- Retelling a story
- Sequencing
- Using increasingly more complex sentences.

Understanding Narrative Story Elements
- Characters
- Setting
- Problem & Solution
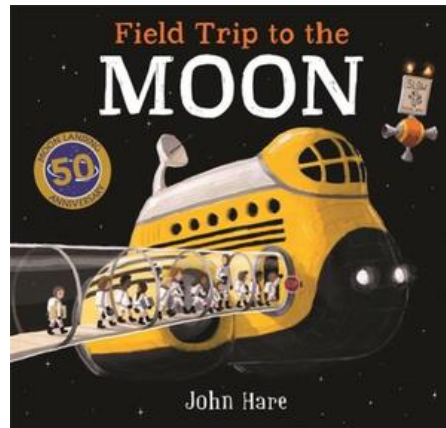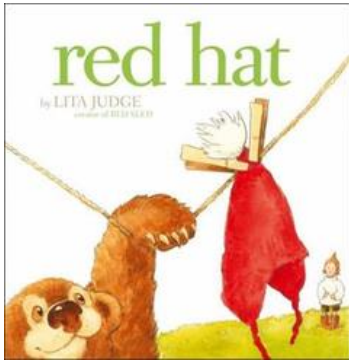- Feelings of Characters
- Action
- Beginning, Middle, and End

Tales in the Program (8)
- The Three Little Pigs
- Three Little Kittens
- The Little Red Hen
- The Gingerbread Man
- Goldilocks & the 3 Bears
- Jack & the Beanstalk
- The Billy Goats Gruff
- Little Red Riding Hood

7. SAMMY

Materials

- Wordless Book
- Follow-up activity materials
- Lesson Plan

Overview and Research

The third language comprehension routine, **SAMMY** (Show, Ask, Model, Make sure they understand, Your Turn), involves engaging the children with a wordless picture book. The teacher tells the story of a wordless book and then involves the children in retelling the story through discussion and questioning (Dunst et al., 2012; Hogan et al., 2013; NELP, 2008; Pentimonti, et al., 2013).

There are 2-4 wordless books related to each unit. These books are tied to the background knowledge and vocabulary of the unit.

This oral language routine is considered secondary to the 123 Shared Story Re-Read and Telling Terrific Tales routines. It is an effective routine that can be challenging for teachers to implement. Educators with lots of oral language knowledge and training, like speech language pathologists, are likely to find this routine familiar and comfortable relatively quickly. Other educators may wish to become confident in implementing the other oral language routines first before adding this routine for variety.

SAMMY

SAMMY

1. **Show** children the book, read the title & author

2. **Ask** children what they think this book is going to be about

3. **Model** the story. The teacher tells the story asking a few basic questions along the way.

4. **Make sure they understood** what happened after the story is told by asking W questions (who are the characters, where did it take place, etc.)

5. **Your Turn**: Read the book again, this time letting the children tell the story. Provide prompts as needed.

6. Complete the after-reading activity.

Primary Skills in Every Lesson:

Knowledge Building
- Book connected to content-rich theme

Listening Comprehension & Oral Language
- Listening to a book and answering questions
- Retelling
- Inference
- Using increasingly more complex sentences

Vocabulary
- Story vocabulary (characters, setting, etc.)
- Academic vocabulary

Print Concepts

8. Writing

Overview and Research

In Project Ready! there is a focus on both letter formation and children's self-expression through the writing process. Writing formation is taught explicitly in the Alphabetics small group and reinforced through centers and creative play. The writing process is taught through a Shared Writing routine during circle time. Shared Writing experiences follow the second or third reading of a book.

While it is important to support children's understanding of writing as a means of meaningful expression, supporting children's handwriting is equally important in relation to the development of writing skills (Berninger et al., 1992). Teaching handwriting to all through explicit instruction is important to avoid the development of poor habits that need to be later remediated. There is no evidence to support that children will "catch" these skills (Graham, 2009). Once a child has developed inefficient motor habits for writing, it can be very difficult to re-learn new patterns of movement. In addition, children will not be able to produce significant text until transcription skills are developed (Alamargot and Fayol, 2009).

Because handwriting is linked to basic reading and spelling achievement, connections (such as learning how to form a letter when learning its sound) help to reinforce this achievement (Spear-Swerling, 2006). Neuroscience studies indicate that writing letters by hand helps children distinguish unique features of letter forms (James, 2017). This builds strong and stable representations in memory ("motor memory"). Within the Alphabetics group are opportunities to reinforce letter names and sound knowledge through explicit instruction around letter formation. The letter formation practice within the Alphabetics small group will not only help children develop transcription skills but will also reinforce their growing phonics knowledge!

Instruction in letter formation within the Alphabetics group includes these important understandings which, in turn, advance letter recognition (Dinehart, 2015).
· The ability to identify the shape, size, and stroke patterns contained within letters
· Recognition that the shape of the letter is associated with a letter name
· Identification of sound correspondence
· The ability to trace or write the letter by its shape along with consistent and appropriate direction.

Children's independent writing becomes increasingly more symbolic over time (i.e. creating "letter-like" objects or left-to-right directionality). Typically, children's written output varies according to the complexity of the task they are attempting (Dinehart, 2015). The instruction and practice within the Alphabetics group provide opportunities to focus on letter construction alone without the complexity of message construction. Devoting a short amount of time to the development of children's "motor memory" through consistent letter production will help to reinforce letter knowledge.

Shared Writing Routine

Overview and Research

 It is important to heighten preschool children's awareness of how print works, to enhance their understanding of the written symbols of our language, and to begin to identify themselves as writers. To do this, young children need many exposures and experiences engaging with print that involve guidance and modeling from supportive adults who are intentional in facilitating their progress from one phase of writing to the next (Paulson & Moats, 2018). Additionally, it is important to implement structured shared writing experiences, exposing children to print at an early age is helpful in many aspects of learning to read (National Early Literacy Panel [NELP] 2008; Snow et al. 1998). Wasik and Hindman (2011) promote guidelines based on print-related early childhood research that have been incorporated into our design for Shared Writing. The broad objectives of the Shared Writing experiences are:

· To provide meaningful exposure of children to print, helping them understand that print carries
   meaning,
· To present clear demonstrations of the process of transcribing speech to print,
· To highlight specific letter-sound relationships and conventions of writing.

 The Shared Writing experiences will reflect four different writing forms (or genres) that reflect the standards outlined in Ohio's Early Learning and Development Standards (Ohio Department of Education, 2012) for prekindergarten children (ages 3-5). The standards identify that children will "with modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest." and "with modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question" (2012, pp. 32-33). The Shared Writing directions will reflect these standards and will be identified as writing that achieves one of the following:

· Tells a Story
· Expresses Ideas
· Shares Information
· Discusses and Responds to Questions.

Older children and adults typically follow a "Plan/Draft/Revise/Edit/Publish" routine when writing extended texts. The routine utilized in our Shared Writing Routine is a modified version of this, providing a foundation for future independent writing experiences.

Goals of the Shared Writing experience:
· Meaningful exposure of children to print, helping them understand that print carries meaning,
· Demonstration of the process of transcribing speech to print,
· Highlighting of specific letter-sound relationships and conventions of writing.

Shared Writing Routine

Outline of Routine

 Within each unit, there are four shared writing opportunities that arise as the second or third reading of books first introduced in the 123 shared story routine. Shared writing is best accomplished in whole group. This allows for greater generation of student ideas. Shared writing should not take the place of a new 123 shared story in the circle time. Instead, it should be done at another time in the day that allows for whole group work. Teachers have successfully implemented this routine during typical "down time" periods like snack time or after students have packed up and are waiting for pick-up.

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together:
- **Plan** – where the teacher talks with the children about what to write
- **Write** – where the teacher writes within view of the children and "thinks aloud" as writing each sentence, highlighting important vocabulary and conventions
- **Read** – where the teacher points to each word and reads the sentence with the children.

 Each Shared Writing experience is directly related to the unit theme and a particular book from that theme. The scripted instructions reflect the development of one of the four genres (story, expression of ideas, sharing of information or response to a question).The instruction provided guides the teacher to create short and well organized texts that help children understand that print carries meaning and that through print they can express their thoughts and feelings. The teacher modeling that is integral to each experience will provide clear demonstrations of the process of transcribing speech to print and will highlight specific letter-sound relationships and conventions of writing.

*Writing is a joyful experience! It is our wish that children will discover the joy of self-expression as they learn some basic concepts related to written communication.

When planning Shared Writing experiences, make sure to keep the following in mind:
1.   Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates target vocabulary and current theme.
2.   Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3.   When gathering input from children regarding the written message construction, "recast" the messages to ensure that they are clear and reflect content from the theme. This "recasting" requires restating students' input into clear and grammatically standard statements.

Shared Writing Routine

Writing Across the Curriculum

Book Title	Tell a Story	Express Ideas	Share Information	Respond to Questions
KINDNESS				
Good People Everywhere		✓		
Kitten and the Night Watchman				✓
Lola Gets a Cat		✓		
A World of Kindness				✓
NORTH AMERICA				
Ten on the Sled	✓			
Let's Look at Mexico			✓	
The Mitten	✓			
See How They Grow - Frog			✓	
ASTRONOMY				
Me and my Place in Space				✓
Birthday on Mars		✓		
Our Stars				✓
I Want to be an Astronaut		✓		
SOUTH AMERICA				
South America			✓	
Explore my World- Rainforests			✓	
One Day on our Blue Planet- In the Rainforest	✓			
Swimmy	✓			
ASIA				
Good Night, India			✓	
Round is a Mooncake			✓	
Bee-bim-Bop!	✓			
The Tiptoeing Tiger	✓			
MY AMAZING BODY				
Me and my Amazing Body			✓	
My Five Senses			✓	
The Busy Body Book		✓		
The Feelings Book		✓		
AFRICA				
Papa, Do You Love Me?				✓
Over in the Grasslands				✓
Remy the Rhino Learns Patience	✓			
Big Little Hippo	✓			
BOTANY				
Lola Plants a Garden	✓			
Butterflies				✓
A Tree is Nice				✓
Owl Babies	✓			

CURRICULUM OVERVIEW
Alphabetics

WHOLE GROUP
15-20 mins. DAILY

123 SHARED STORY
- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING
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SMALL GROUPS WITH PLAY CENTERS
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SAMMY
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ALPHABETICS

123 STORYBOOK RE READ

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

9. ALPHABETICS

Overview

This small group instructional program uses a structured set of routines to teach phonological awareness, letter recognition, and letter-sound knowledge with fun and engaging activities. Materials needed for the alphabetics routine are listed on page 65 of Appendix.

- The primary place **phonological awareness** and **alphabet knowledge** is taught is in the Alphabetics small group.

- This is a stand-alone small group (not connected to any specific theme). Children should be **grouped based on skill level** and these groups are fluid with children moving based on their mastery of skills or need for extra practice.

- A **scope and sequence** following research-based recommendations for teaching preschool children phonological and letter skills was developed (NELP, 2008; Paulson & Moats, 2018; Phillips & Piasta, 2013; Piasta & Wagner, 2010).

- There are two forms of practice built in to the program.
  - **Review Lessons**: Each lesson that introduces a new letter has 2 optional review lessons (A & B) for students who need additional practice with the same letter. These lessons vary slightly and provide more opportunities for student mastery.
  - **Practice & Play:** These cumulative review lessons are done after a set of 4 new letters are taught. All children participate in these lessons and they allow teachers to track student mastery of letter names, letter sounds, and phonological awareness skills. Editable data tracking forms can be found on the website.

*Small groups meet for approximately 15 minutes and consist of a phonological component (five minutes) and a letter component (10 minutes).

Phonological Awareness

The sequence includes four levels of phonological skill games and the introduction of letters based on their frequency in language and ease of learning.
- As students are introduced to new letters, phonological awareness skills will increase in complexity. The focus is on student exposure to each of the new PA skill levels.
  - **Level 1:** Introduction to PA *for students to get acclimated to small group expectations and exposure to the vocabulary needed for future PA activities
  - **Level 2:** Blending and segmenting compound words and syllables
  - **Level 3:** Segmenting and isolating syllables, blending onset and rime, identifying words that rhyme
  - **Level 4:** Initial phoneme isolation, blending 2-3 phonemes, segmenting 2-3 phonemes

Instruction

The Alphabetics Group is designed to teach children critical foundational skills to support reading readiness.
- Lessons should multiple times per week in small groups of no more than 5 children.
- Children with similar skill levels should be grouped together.
- Children with more needs (less skills) should receive alphabetics in small groups daily.
- All children should receive a minimum of 2 alphabetics lessons per week.
- Instruction should last no more than 15 minutes per group (5 min of PA component and 10 min letter component).

Lesson Outline

All lessons are scripted and follow a similar sequence. Students are provided multiple opportunities to practice new skills and review previously learned letters. The first six lessons focus just on Phonological Awareness (Level 1). These lessons are designed as a warm-up and help children learn how to work in small groups, follow directions, learn simple vocabulary, and tune in to sounds in their environment.
- **Phonological Awareness**
  - Name activity
  - PA Game/Activity
- **Introduce a <u>New</u> Letter**
  - Discuss the letter name and sound using the target picture and read the poem
  - Review picture words that share the initial letter sound
  - Letter formation with modeling & practice
- **Review <u>Known</u> Letters**
  - Quick review (name, sound, formation)
  - Review game
- **Make the Letters -** students practice making the letters (writing boards, wikki stix)

Letter Order: T O C M A S H Z I D N L E B W U X F V R J K P Q G Y

Student Placement

| It is recommended, but not necessary, that ALL students begin with phonological awareness level 1 | ALL students start with lesson #1: letter T | 1st year students, and those who need extra practice, complete all lessons: #1, 1A, 1B | All students complete the Practice & Play lessons |

Practice & Play Lessons

Letters are taught in groups of 4 with three cumulative review lessons done after the 4 new letters are introduced (every 5th lesson). Review lessons, called Practice & Play, use a set of 3 games. These lessons are meant for ALL students to provide opportunities for spaced practice.

#1 Letter Statues Game
Students make letter shapes using gross motor movements while saying letter names

→

#2 Seek and Find Letters Game
Teacher hides letters around the classroom and students seek them out

→

#3 Bean Bag Toss Letter Game
Teachers name a letter and students toss a bean bag onto the space that contains the letter

Lesson Progression

Lesson #1: Full lesson: new letter introduction, complete with all students

Lesson #1A: Review of lesson 1, use with students who need more review

Lesson #1B: Review of Lesson #1 & 1A, use with students who need more review

after completing Lesson #1, 1A, and 1B, move on to the next lesson (even if student has not mastered lesson #1)

After 4 new letters have been introduced, there are 3 lessons that incorporate practice and play with the new letters. All students complete each of the 3 Practice & Plat lessons as part of a cumulative review.

Practice & Play #1: cumulative practice for ALL students

Practice & Play #2: cumulative practice for ALL students

Practice & Play #3: cumulative practice for ALL students

New Letter Introduction

Focus on connecting speech to print. Begin with the name of the target picture, then identify the first sound, and finally connect the first sound to the symbol (the letter) and give its name.

"Tiger" → T t

↑ /t/   ↑ "T"

→ 1.point to the picture and says its name

→ 2. point to the picture and identify the initial sound

→ 3. trace the letter and say its name

*Use lots of repetition (model as many times as needed and have students repeat the letter name multiple times)

Criteria for Letter Mastery

The focus of student mastery is on letter names, and a letter is considered to be mastered when a student can correctly identify a letter name on 3 occasions without modeling or support. Letter sounds and letter formations* are taught to support letter learning, but letter naming is the focus and used to determine when a letter is mastered.
A letter is considered to be mastered when:
  • A student can say the name of the letter when prompted without modeling first. ("What letter is this?")
  • A student can point to the letter when prompted without modeling first. ("Point to the letter A.")
  • Capital and lowercase letters that do not look similar are considered separate letters (i.e. T, t, G, g). Mastery is reached when the capital form can be identified 3 times, and the lowercase form can be identified 3 times.
*independent letter formation is not expected in preschool

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Supporting Students Who Need More Practice

- Review Lessons are built-in to provide additional practice for students who need more support:
  - **2 Review Lessons** for each new letter introduced
  - **3 Practice & Play Lessons** which are cumulative and build as new letters are introduced

Determine WHO Needs More Practice

After 4 new letters have been introduced, the Practice & Play lessons provide an opportunity to track student mastery data through the visual drill at the end of each lesson.

Use the Student Mastery Sheet (See **12. Assessment** page 45) and Group Lesson Progress Sheet (See **Appendix** page 67) to identify who has NOT mastered the letters introduced.

- **If a student has not mastered the letter name, ask yourself the following questions when determining how to provide more practice:**

  - Has the student completed the review lessons?
  - Would they benefit from completing the review lessons again?
  - Should I change groups to put all students together who need more practice on a specific letter or group of letters?

A few students in your class may need more intensive practice learning letter names. Playful Interventions provide a fun, playful, intentional way to practice targeted letter names.

PLAYFUL INTERVENTIONS

If all review lessons have been completed, the teacher can provide additional support through the use of playful interventions. These are fun, inviting, self-correcting activities for students who might benefit from additional practice with letters. These take place in addition to the alphabetics group time and should only be used for students who need more intensive support. Playful Interventions groups should be no more than 1-2 students to allow for many practice opportunities and targeted instruction.

Lesson Progression

Invite the student to join you to play a game

"I have a new fun game I'd like to play! Let's sit here!"

Explain the activity

"I have a dump truck and some pebbles with the letters T and O. I also have a dirt pile with letters T and O. I am going to drive my pebbles to the dirt piles."

Model the activity

"This is the letter T. T. T. T I am driving my letter T to the T pile! T. T. T. Yay!"

Practice the activity and provide lots of support as needed

"You try. Find the letter T pebble and drive it to the T pile. What letter is this? T. Yes! The letter T. Say T. T. T. as you drive it to the pile!"

Provide positive praise

"Great job finding the letter T!"

*Activities should be done is groups of 1-2 students
*Activities should take approximately 5 minutes

There are new activities for each set of 4 letters (See **Appendix** page 68)

CURRICULUM OVERVIEW

MATH

WHOLE GROUP
15-20 mins. DAILY

123 SHARED STORY
- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING
- Teacher-led exposure to the writing process
- Student-generated ideas

SMALL GROUPS WITH PLAY CENTERS
60 mins. per day, 10-15 mins. per group session

SMALL GROUPS
connected to content theme

SMALL GROUPS
not connected to theme

SAMMY
Wordless Books

MATH FOLLOW UP LESSONS

TELLING TERRIFIC TALES
Storytelling

ALPHABETICS

123 STORYBOOK RE READ

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

10. Math

Work Mats

Flipbook

Most recent math book

Manipulatives

Math Materials

Overview and Research

The skills targeted and the instructional routines created have been designed to reflect the research on early mathematics instruction (Frye et al., 2013), early language and literacy development (Herrera et al., 2021; NELP, 2008), and align to Ohio's Early Learning and Development Standards: Birth to Kindergarten Entry (Ohio Department of Education, 2022). Math skills and mathematics literacy are critical as a developmental focus in early education.

Early numeracy skills such as counting, number recognition, and number sense influence achievement in school mathematics (Frye et al., 2013; Malofeeva, Day, Saco, Young, & Ciancio, 2004; Purpura & Napoli, 2015; Starkey, Klein & Wakeley, 2004). Children's informal number sense upon school entry provides a foundation for their mathematics achievement and strongly predicts their mathematics competence later in school (Geary, 2015; Aubrey, Godfrey, & Dahl, 2006). There is also evidence that early literacy and numeracy development are related (Purpura & Napoli, 2015). One study with 180 preschool children showed that children with better language skills tended to have better informal numeracy, which in turn led to improved number knowledge (Purpura & Napoli, 2015; Reid, 2016).

Each unit has 2-4 math books that are introduced during circle time (using the 123 Storybook Routine) and then partially re-read in small group. In the math small group, the teacher uses a flipbook to guide students in a partial re-read and a math activity targeted to each student's skill level. Math skills covered include counting, small number recognition, quantity comparison, number after knowledge & number comparison, addition, and subtraction (Frye et al., 2013) and additional math activities covering all key Ohio Early Learning Standards (eg. Patterns, etc.)

A math small group should be done with all children three to five times per week.

Math

Overview

Math instruction occurs within two routines in the curriculum. Math books are first introduced in the 123 Shared Story routine. Within this routine, students are exposed to the language of math and practice solving a math word problem together with explicit guidance from the teacher. Math books are later integrated into the small group instructional routine which uses a structured set of activities to teach counting, quantity comparison (same/different, more/less), number recognition 1-10, addition with sums of 2-6, subtraction starting with groups of 2-6, and patterning. Materials needed for the math routine are listed in the appendix.

- While math books are connected to each unit's theme and there are 2-4 math books included in each unit, the math small group routine is not tied to any particular unit. Children should be **grouped based on skill level,** and these groups are fluid with children moving based on their mastery of skills or need for extra practice.

- A **scope and sequence** was developed based on research around early mathematics instruction (Frye et al., 2013).

- There are two forms of practice built in to the program.
  - **Review Lessons**: Each lesson that introduces a new math concept has 2 optional review lessons (A & B) for students who need additional practice with the same letter. These lessons vary slightly and provide more opportunities for student mastery.
    - There is one exception to this model of incorporated review lessons- Quick Identification of Quantities. This skill will develop with further counting practice. It is not necessary for teachers to review this skill separate from counting instruction.
  - **Practice & Play:** These cumulative review lessons are done after each skill is introduced and practiced. These lessons can be found at the end of each math book.

Editable data tracking forms can be found on the website.

*Small groups meet for approximately 10-15 minutes and consist of a warm up (1-2 minutes), review of most recent math book (3-4 minutes), introduction of the new concept (2-3 minutes), group practice (2-3 minutes),individual practice (2-3 minutes), and wrap up (less than 1 minute).

Warm Up

Warm up activities are brief and serve two main purposes:
1. Jump start math lessons with a quick, engaging activity that promptly gains student attention and cooperation.
2. Address additional math skills outlined in the Ohio Early Learning Standards.

Instruction

The Math Group is designed to teach children critical foundational skills.
- Lessons should occur multiple times per week in small groups of no more than 5 children.
- Children with similar skill levels should be grouped together.
- Children with more needs (less skills) should receive math in small groups daily.
- All children should receive a minimum of 2 math lessons per week.
- Instruction should last no more than 15 minutes per group.

Lesson Outline

All lessons are scripted and follow a similar sequence. Students are provided multiple opportunities to practice new skills and review previously learned skills. The first four lessons focus just on counting. These lessons are intentionally shorter to help children learn how to work in small groups, follow directions, learn simple vocabulary around math, and begin to recognize that math is integral in everyday life.
- **Warm Up (1-2 minutes)**- Designed to quickly and efficiently gain student focus and cooperation while also teaching additional math standards in the Ohio Early Learning Standards.
- **Review Math Book (3-4 minutes)**- Teacher rereads portions of the most recent math book, reviewing vocabulary and key background knowledge of the unit theme. Students practice the skill in the book, typically counting.
- **Introduction of New Concept (2-3 minutes)**- Teacher introduces the new concept, modeling the skill with scripting and images in the flipbook.
- **Group Practice (2-3 minutes)**- Students practice the new skill together with explicit support from the teacher.
- **Individual Practice (2-3 minutes)**- Each student practices the new skill with their own manipulatives. The teacher guides them and responds to errors as outlined in the Error Correction Procedure.
- **Wrap Up (less than 1 minute)**- Teacher reminds students of the skill practiced today. Whenever possible, students tell the skill. Lesson wraps up with a simple celebration of learning.

Student Placement

ALL students begin with Lesson 1: Read Counting At My School.

1st year students, and those who need extra practice, complete all lessons: #1, 1A, 1B

All students complete the Practice & Play lessons at the end of each book.

Practice & Play Lessons

Each math skill ends with two cumulative review activities. These cumulative review activities are called Practice and Play. These activities are meant for ALL students and provide opportunities for spaced practice.

#1 Thumbs Up, Thumbs Down

Teacher makes a statement and students respond with thumbs up if the answer is yes and thumbs down if it is no.

#2 Eye Spy

Using a series of simple eye spy pages, students find and point to the graphic that represents the answer to questions presented by the teacher.

Lesson Progression

Lesson #1: Full lesson: new math skill introduction, complete with all students

Lesson #1A: Review of lesson 1, use with students who need more review

Lesson #1B: Review of Lesson #1 & 1A, use with students who need more review

after completing Lesson #1, 1A, and 1B, move on to the next lesson (even if student has not mastered lesson #1)

After a new skill has been introduced and reviewed, there are 2 cumulative review activities. All students complete each of the 2 Practice & Play Activities.

Practice & Play #1: cumulative practice for ALL students

Practice & Play #2: cumulative practice for ALL students

Math: Explicit Instruction in Action

Math small group lessons utilize the explicit instruction framework: I do, We do, You do. This framework guides teachers in gradually passing responsibility for knowledge of the new skill from herself to her students.

(I do) INTRODUCE NEW CONCEPT

LESSON 3
Counting Groups of 1-5

INTRODUCE NEW CONCEPT
Explain:
Numbers tell us how many. When we count, the last number we say tells us how many.
Model:
Point to red circle
One. There is one red circle.
Draw a circle around the dot with finger. Say:
This is one.

(We do) GROUP PRACTICE

LESSON 3
Counting Groups of 1-5

GROUP PRACTICE
Place 2 identical manipulatives on white page facing students.
I'm going to count these blocks. Listen and watch as I point and count. One, two. There are two blocks. Now it's your turn to count the blocks. Everyone point to the blocks as you count. One, two. Good. How many blocks are there? Two.
Repeat with groups of 5, 3, 1, and 4. First model counting then support students as they all point and count.
⭐ Error Correction Procedure
Let's count together. How many?

(You do) INDIVIDUAL PRACTICE

LESSON 3
Counting Groups of 1-5

INDIVIDUAL PRACTICE
Give each student a work mat. Place a group of identical manipulatives on each student's work mat. Encourage students to independently count their manipulatives. Continue giving groups of manipulatives until each student has counted groups of 1-5.
Expand: for students ready for a challenge, allow them to create groups and tell you how many in each group.
⭐ Error Correction Procedure
Let's count together. How many?

Math Skills Mastery

Teachers can effectively gather mastery information within the small group math routine. This is done during Practice and Play cumulative review activities. The directions in the flipbook guide teachers in carefully monitoring each student's responses throughout the activity.

Directions are written for 3 students. If a math group is typically larger than this, teachers divide groups to make mastery monitoring possible when doing Practice and Play activities. As the teacher guides students through the activity, she makes note of student responses on the Math Mastery Tracking Sheet. An editable version is available on our website.

Supporting Students Who Need More Practice

- Review Lessons are built-in to provide additional practice for students who need more support:
  - **2 Review Lessons** for each new skill introduced (with the exception of Quick Identification of Quantities, 1-5)
  - **2 Practice & Play Lessons** which are cumulative and build as new skills are introduced

Determine WHO Needs More Practice

Practice & Play lessons provide an opportunity to track student mastery data.

Use the Math Mastery Tracking Sheet and Group Lesson Progress Sheet linked on our website to identify who has NOT mastered the skills introduced.

- **If a student has not mastered a math skill, ask yourself the following questions when determining how to provide more practice:**

  - Has the student completed the review lessons?
  - Would they benefit from completing the review lessons again?
  - Should I change groups to put all students together who need more practice on a specific skill?

A few students in your class may need more intensive practice with early math skills. Math Playful Interventions provide a fun, playful, intentional way to practice these skills.

CURRICULUM OVERVIEW

ALPHABETICS- PHONOLOGICAL AWARENESS & LETTERS

WHOLE GROUP
15-20 mins. **DAILY**

123 SHARED STORY
- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING
- Teacher-led exposure to the writing process
- Student-generated ideas

SMALL GROUPS WITH PLAY CENTERS
60 mins. per day, 10-15 mins. per group session

SMALL GROUPS
connected to content theme

SMALL GROUPS
not connected to theme

SAMMY
Wordless Books

MATH FOLLOW UP LESSONS

TELLING TERRIFIC TALES
Storytelling

ALPHABETICS

123 STORYBOOK RE READ

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

PLAYFUL INTERVENTIONS

Math Playful Interventions are fun, inviting, self-correcting activities for students who might benefit from additional practice with early math skills. The skills targeted within Math Playful Interventions are counting and number recognition. While we do expect mastery of counting and number recognition in preschool, the goal for all other math skills is exposure.

If all review lessons have been completed, the teacher can provide additional support through the use of playful interventions activities. These activities take place in addition to the math group time and should only be used for students who need more intensive support. Playful Interventions groups should be no more than 1-2 students to allow for many practice opportunities, quick response to errors, and targeted instruction.

Lesson Progression

Invite the student to join you to play a game
"I have a new fun game I'd like to play! Let's sit here!"
Explain the activity
"I have a pond. This is a fishpond. We are going to count fish and put them into the pond. "
Model the activity
"I'm going to put a fish on every white dot in this pond. Watch me. Now I will count the fish I put into the pond. 1,2,3. I put 3 fish into the pond."
Practice the activity and provide lots of support as needed
"Your turn. Put one fish on every white dot in the pond. How many fish did you put in the pond? Count them."
Provide positive praise
"Great job counting the fish!"

*Activities should be done is groups of 1-2 students
*Activities should take approximately 5 minutes

There are two activities:
- Fish ponds
- Ice cream cones

There are two variations of each activity:
- Counting
- Counting and Number Recognition

Counting

After completing all of Math Book 1, including all review lessons, a student's responses during the Practice and Play activities may demonstrate a need for additional practice with counting. When this happens, teachers should continue to involve these students in their regular math group that will continue to progress in skills. In addition to math instruction in small groups, students should be provided with additional practice in the form of Math Playful Interventions- Counting.

When engaging students in Math Playful Interventions for Counting, teachers should not use the number cards. Teachers should simply model counting and encourage students to place fish in the pond of scoop ice cream onto the cones while counting.

Teachers should use Playful Interventions to continue practice with counting regularly until the skill is mastered.

Counting and Number Recognition

After completing all of Math Book 4, including all review lessons, a student's responses during the Practice and Play activities may demonstrate a need for additional practice with number recognition. Furthermore, students might continue to demonstrate a need for additional practice in counting. When this happens, teachers should continue to involve these students in their regular math group that will continue to progress in skills. In addition to math instruction in small groups, students should be provided with additional practice in the form of Math Playful Interventions- Counting and Number Recognition.

When engaging students in Math Playful Interventions for Counting and Number Recognition, teachers should combine the skills of counting and number recognition by adding the number cards to the fish ponds and ice cream scoops.

Teachers should carefully guide students through this activity and respond quickly to errors. Teachers can support success in this activity by initially only offering two number cards (one correct and one incorrect). Teachers might say something like, "Count the fish you put in the pond. How many fish? Four! Yes, you put four fish in the pond. Which of these number cards says four?"

Additional ways to support student success:

1. Do not ask students to complete this activity for all numbers 1-5. Instead include just 2 numbers, one that is relatively known and one that is not yet mastered.
2. Show students the number card first and ask them to find the fish pond or ice cream scoop with that number. Only provide students with 2 options.

CURRICULUM OVERVIEW

ALPHABETICS- PHONOLOGICAL AWARENESS & LETTERS

WHOLE GROUP
15-20 mins. **DAILY**

123 SHARED STORY
- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING
- Teacher-led exposure to the writing process
- Student-generated ideas

SMALL GROUPS WITH PLAY CENTERS
60 mins. per day, 10-15 mins. per group session

SMALL GROUPS
connected to content theme

SMALL GROUPS
not connected to theme

SAMMY
Wordless Books

MATH FOLLOW UP LESSONS

TELLING TERRIFIC TALES
Storytelling

ALPHABETICS

123 STORYBOOK RE READ

ADDITIONAL INTERVENTION MATERIALS
not connected to THEME

PLAYFUL INTERVENTIONS

BASIC CONCEPTS

11. Basic Concepts

Materials

Overview

The Basic Concepts lessons are designed to support children's development of key preschool concepts. Basic Concepts focuses on four early learning concepts: colors, shapes, opposites, and relative size. Children enter preschool with a wide variety of exposure to these skills. Some children will have these concepts mastered, others will need practice with some skills but not all, and other children will need lots of practice in all of these skill areas. Early assessment data, using the Curriculum Based Assessment (CBA), will help teachers to determine where each child falls, and will guide teachers in deciding who would benefit from these lessons.

It's important to note that exposure to a lesson in a skill that has already been mastered is not harmful in any way. Therefore, children should be allowed to participate in any Basic Concepts lesson that draws their attention even if they already understand the concept well. On the contrary, teachers should be certain to include all children who have not mastered these concepts.

Instruction should be fun, engaging, interactive and designed to build students' success and enjoyment. Small groups can be set up homogenously, with just students who need to learn the concept. Or, as noted above, groups can be heterogeneous with a mix of student exposure to the concept. The most important thing is that all students who need to learn the concept are included. The books included do not relate specifically to thematic units. In some cases the books relate well to a particular unit. This is noted when it occurs.

Books and activities are divided by the four main concepts and ordered by difficulty, beginning with the easiest books and progressing to the more challenging books. Because of the simplicity of the books and concepts in Basic Concepts, teachers can use their discretion to combine multiple goals into one lesson/activity. This works particularly well with shapes and colors as they both utilize the same materials (foam shape/color set). For example, a teacher may choose to present the Three Part Lesson focusing on both colors and shapes. Instead of teaching just color or shape name, the teacher might present both at once. "This is a yellow triangle. This is a blue square."

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Basic Concepts

Prepare:
1. Pick a concept based on student assessment data or observed needs
   - shapes
   - colors
   - opposites
   - relative size
2. Choose 1 book connected to the concept (the specifics of what is taught in the books are noted in the teacher manual)
3. Choose an activity
4. Gather materials needed for the activity
   - foam shapes for colors and shapes activities
   - small, medium, and large pictures for teaching relative size
   - opposites activities do not have any materials

Implement
5. Complete the activity as written in the teacher manual

* Lists of books and possible activities for each concept are found in the Basic Concepts manual linked on our website.

12. ASSESSMENT

Three Types of Assessments

Universal Screening
Done Three Times a Year
Standardized & Linked to Meaningful Benchmark Goals

Curriculum Based Screening Assessments
Screening Done at the Start of the Year to Understand Needs

Curriculum-Based Mastery Monitoring Assessments
Monitor progress in the curriculum to guide day to day instruction
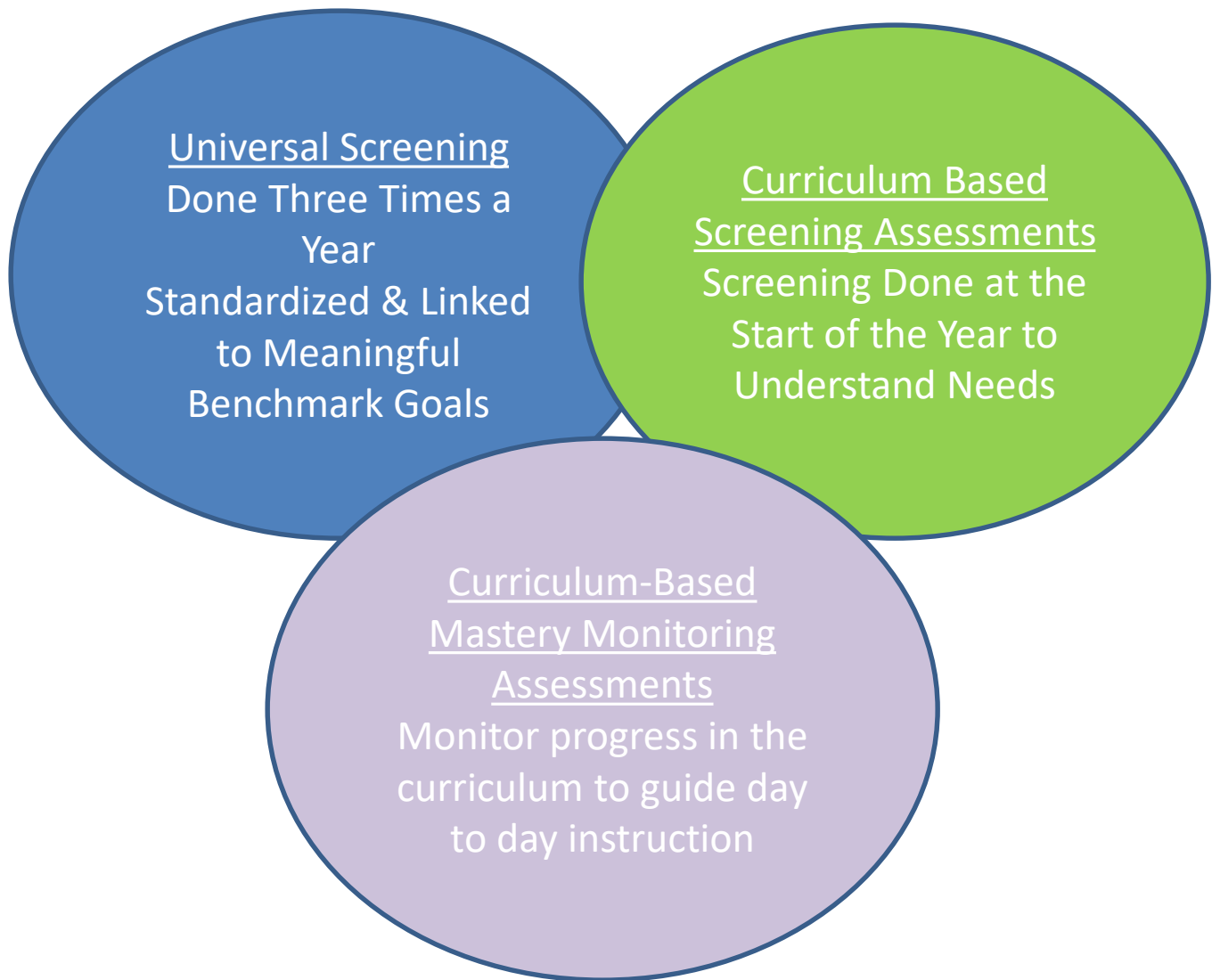
ASSESSMENT

Universal Screener: PELI is Recommended

We encourage teachers implementing Project Ready! to gather meaningful benchmark data on students three times yearly. Preschool Early Literacy Indicators, a product of Acadience Learning, is a powerful assessment with strong academic implications. PELI is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The PELI assessment measures:
- alphabet knowledge
- vocabulary and oral language
- phonological awareness
- listening comprehension

More information can be found here. https://acadiencelearning.org/acadience-reading/prek-peli/

The entire PELI assessment can be completed in 10-15 minutes per student. The resulting data is used to form instructional groups (see grouping form) for Alphabetics and oral language small groups. This allows teachers to target skill needs more effectively. It also informs the frequency of small group instruction. Students who are deemed at risk of future reading failure are targeted with small group instruction more frequently than those who are not at risk.

Curriculum Based Assessment

Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing in basic academic areas. A curriculum based assessment (CBM) was created to assist teachers in quickly and efficiently gathering valuable data on their students' basic skills.

 The CBM measures knowledge in the following areas:
- colors
- counting
- numbers
- shapes
- name recognition
- the alphabet song
- name writing

The CBM is designed to be playful and engaging for students. Activities are presented as games and familiar materials are used. Data collected helps teachers to form homogenous groups for math instruction. It can also be used to identify students in need of Basic Concepts lessons.

an editable word document is available for you to download on our website

ASSESSMENT

Curriculum-Based Assessment

Materials:
- Teddy bear or stuffed animal
- Colored blocks: red, yellow, blue, green, black, purple, brown
- 10 blocks of the same color
- Number cards: 1-10
- Small car
- Basic shapes puzzle
- 5 name cards (1 for child, one for child with same initial letter, 3 others)
- Paper and pencil

PROJECT READY CURRICULUM-BASED ASSESSMENT

Part 1: Colors

Materials: Stuffed Animal, Colored Blocks: red, blue, yellow, green, black, purple, brown

Directions:

- Lay out the 7 blocks in a row in front of the stuffed animal.

- Say, *We are going to play a game called Give the Animal a Block. This animal loves colorful blocks. He is going to ask you for a block and you will give it to him.*

- The examiner then talks for the animal, asking for different colored blocks. Example- *Please give me a red block.* Ask for the blocks in a random order.

- Place the block back in front of the animal before asking for the next color.

- Continue until you have asked for all colors. (Record results below)

Records:

RED	
BLUE	
YELLOW	
GREEN	
BLACK	
PURPLE	
BROWN	

✔ = correct

✘ = incorrect

Results:

This student knows _____ out of **7** colors.

Student Name:

Date:

Part 2: Counting

Materials: 10 blocks of same color

Directions:

- Put blocks in a row in front of the child and ask the child to count the blocks.

- Discontinue once the child is incorrect (i.e. Don't go on to 8 blocks if the child does not correctly count 5.)

Records:

Starting with two blocks, place them in front of the child and ask them to count.

Was the child able to count 2 blocks correctly? [Yes] [No]

If the child is unable to count the blocks, provide a model of the activity. *I am going to count the blocks (touch and count) 1, 2. 2 blocks.* Next, ask the child to count the blocks.

Was the child able to count 2 blocks correctly after the model? [Yes] [No]

*If the child **was not able** to count 2 blocks after the model was given, **discontinue Part 2: Counting.** If the child **was able** to count 2 blocks, continue with the assessment.

Do not continue to model counting the blocks.

Was the child able to count 3 blocks correctly? [Yes] [No]

Was the child able to count 5 blocks correctly? [Yes] [No]

Was the child able to count 8 blocks correctly? [Yes] [No]

Was the child able to count 10 blocks correctly? [Yes] [No]

Results:

This student was able to count up to _____ blocks.

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ASSESSMENT

Curriculum-Based Assessment

PROJECT READY CURRICULUM-BASED ASSESSMENT

Part 3: Number Recognition

Materials: Number cards: 1-10, little car

Directions:

- Line up number cards 1-5 in random order.

- Say, *We are going to park the car on different numbers.* Model driving and parking the car onto different cards without saying number names.

- Give the student the car. Say, *Please park your car on the number 2.* Record the results. Hand the car back to the child. Ask the child to park the car on number 5. Continue until you have asked the child to park the car on all 5 cards.

- If the child correctly identifies **3 or more** of the numbers 1-5, reset the activity using number cards 6-10 and continue in the same way until you have asked the child to identify all numbers.

Records:

2 ☐	8 ☐
5 ☐	10 ☐
3 ☐	6 ☐
4 ☐	7 ☐
1 ☐	9 ☐

✔ = correct

✖ = incorrect

Results:

This student can identify _____ out of **10** numbers.

Student Initials:

Part 4: Shapes

Materials: Basic Shapes Puzzle: circle, square, triangle, rectangle, oval

Directions:

- Lay out the puzzle with all shapes out of their spots.

- Say *We are going to put this puzzle together. Which piece should we do first?*

- When child selects the first piece, ask *What is the name of that shape?*

- Continue asking the child to put a shape in the puzzle and name the shape.

- If the child has difficulty putting the puzzle together, ask them to name the shapes as you put them into place.

Records:

CIRCLE ☐

SQUARE ☐

TRIANGLE ☐

RECTANGLE ☐

OVAL ☐

✔ = correct

✖ = incorrect

Results:

This student can identify _____ out of **5** shapes.

ASSESSMENT

Curriculum-Based Assessment

PROJECT READY CURRICULUM-BASED
ASSESSMENT

Part 5: Name Recognition

Materials: 5 nametags: child's name, 1 name with same first letter, 3 other random names

Directions:

- Set out all 5 name tags so child can see them.
- Say *These are names of people in our class. Which name is yours?*

Records:

- Was this child able to identify their name? | Yes | No |

Notes:

Part 6: Name Writing

Materials: Paper, pencil or crayon

Directions:

- Set the paper and pencil or crayon in front of the child.
- Say *Show me how you write your name.*

Records:

- Was this child able to write their name? | Yes | No |

Notes:

Student Initials:

Part 7: Alphabet Song

Materials: Stuffed Animal

Directions:

- Hand the stuffed animal to the child.
- Say *This Animal's favorite song is the ABC song. Please sing the ABC song for Animal.*

Records:

- Was this child able to sing the alphabet song? | Yes | No |

Notes:

General Notes:

ASSESSMENT

Flexible Instructional Grouping Form

Screening data is used to understand instructional needs so that the appropriate level and type of support can be provided.

Alphabetics ——————————————→
- Phonological Awareness
- Letter Names

Math ——————————————————→
- Numbers
- Counting

Language Comprehension ————→
- Vocabulary
- Oral Language
- Listening Comprehension

Basic Skills
- Colors
- Shapes

|Small Groups

Alphabetics	M	T	W	TH	F
Group 1: (5 days/week)	M	T	W	TH	F
Group 2: (4 days/week)	M	T	W	TH	F
Group 3: (3 days/week)	M	T	W	TH	F

MATH Homogeneous Groups		M	T	W	TH	F
Group 1:	Skill:	M	T	W	TH	F
Group 2:	Skill:	M	T	W	TH	F
Group 3:	Skill:	M	T	W	TH	F

Oral Language (SAMMY, TTT, or re-read)	M	T	W	TH	F
Goal = 5 days/week					
Goal = 4 days/week					
Goal = 3 days/week					

ASSESSMENT

Mastery Monitoring

Mastery monitoring is done in key areas: Alphabetics, Math, and Language.

Mastery monitoring is done during small group time as a way to keep track of child progress with key skills in the curriculum. A **Student Mastery Sheet** is used to track observational data for all students. Use a checkmark or color in 1 box each time a student identifies the letter correctly during the assessment part of each small group lesson (Practice & Play lessons in Alphabetics and Math). This information is used to determine who may need extra support through the use of Playful Interventions.

Student Mastery Sheet

Mastery: student is able to correctly identify the letter on 3 separate occasions
- pointing to the letter when prompted ("Where is A?")
- naming the letter when prompted ("What letter is this?")

Student Name	T	t	o	c	M	m	⬡

Stop and Check: who has not mastered the letters?

Have they completed all of the review lessons?

YES: begin playful interventions

NO: circle back and complete review lessons

Playful Interventions			
Student Name	Letter:	Letter:	Letter:

an editable word document is available on our website

13. SCHEDULING AND PACING

The recommended pacing for unit introduction is approximately one unit per month. We understand that preschool programs vary tremendously in the number of instructional days per month. Below you will find a pacing guide for programs that meet 5 days and week and programs that meet 4 days a week as well as a few hints for keeping at the recommended pace when your program has fewer days in a month than there are books in a unit. When this occurs, we recommend that teachers skip challenge books as the first option for shortening a unit.

In preschool classrooms, academic instructional time is typically 60-90 minutes, whether the program is half or full day. This block of time should be spent implementing all components of the curriculum, which includes the 123 shared story routine, alphabetics, and all small oral language groups.

Unit Introduction Pacing Guide
(5 days of school per week)

August	September	October	November	December	January	February	March	April	May
Aug. 24-Sept. 2	Sept. 6-Sept. 30	Oct. 3-Oct. 28	Oct. 31-Dec. 2	Dec. 5-Jan. 13	Jan. 17-Feb. 10	Feb. 13-Mar. 10	Mar. 13-Apr. 7	Apr. 10-May 5	May 5-Last Day
Welcome	Kindness	North America	Astronomy	Asia	My Amazing Body	Australia	Seasons and Weather	Botany	The Arts
8 days 6 books	19 days 17 books	20 days 20 books	22 days 21 books	20 days 22 books	19 days 19 books	20 days	20 days	20 days 21 books	10 or more days

Unit Introduction Pacing Guide
(4 days of school per week)

August	September	October	November	December	January	February	March	April	May
Aug. 22-Sept. 1	Sept. 6-Sept. 29	Oct. 3-Oct. 27	Oct. 31-Dec. 1	Dec. 5-Jan. 12	Jan. 17-Feb. 9	Feb. 13-Mar. 9	Mar. 20-Apr. 13	Apr. 17-May 11	May 15-May 25
Welcome	Kindness	North America	Astronomy	Asia *Shorter Unit*	My Amazing Body	Australia *Shorter Unit*	Seasons and Weather *Shorter Unit*	Botany	The Arts *Shorter Unit*
8 days 6 books	15 days 16 books	15 days 15 books	18 days 16 books	17 days	15 days 17 books	14 days	15 days	16 days 16 books	10 days

- Number of books listed is based on regular books, with all challenge books removed.
- Our recommendation is that teachers skip all challenge books. If you choose to use a challenge book, trade it for another book.
- Teachers may use their discretion when there are more books than days in a given unit. They might choose to skip books so there is one book per day. Alternatively, they might choose to read more than one book per day.

SCHEDULING AND PACING

Planning Your Week

WHOLE GROUP ROUTINES

123 SHARED STORY ROUTINE

DAILY: All Students during circle time

SHARED WRITING

4 times per unit: All Students- whole group

SMALL GROUP ROUTINES

ALPHABETICS

DAILY: students with more needs (less skills)
At least 2 Days/week: students with less needs (more skills)

MATH

DAILY: students with more needs (less skills)
At least 2 days/week: students with less needs (more skills)

ORAL LANGUAGE ROUTINES

TELLING TERRIFIC TALES

SAMMY

123 RE READ

DAILY: students with more needs (less skills)
At least 2 days/week: students with less needs (more skills)

*In general, the oral language routines are equally powerful and can be used interchangeably to ensure high engagement and student interest. The only exception is that the 123 re-read routine is the most powerful and should take priority whenever it comes up.

Planning Your Day

20 minutes: **123 SHARED STORY**

60 minutes: **SMALL GROUPS**

ALPHABETICS
MATH

ORAL LANGUAGE ROUTINES

choose 1:
TELLING TERRIFIC TALES

123 RE READ

SAMMY

SCHEDULING AND PACING

Teacher #1

Whole Group Circle Time:

123 SHARED STORY

60 minute center/free play:

ALPHABETICS SMALL GROUPS
at least 2 groups daily: based on student needs

- 15 mins. **ALPHABETICS**
- 15 mins. **ALPHABETICS**
- 15 mins. **CENTER SUPPORT**
- 15 mins. **ALPHABETICS**

Teacher #2

Whole Group Circle Time:

CLASSROOM DUTIES

60 minute center/free play:

ORAL LANGUAGE SMALL GROUPS
at least 2 groups daily: based on student needs

MATH SMALL GROUPS
at least 1 group daily: based on student needs

- 15 mins. **TELLING TERRIFIC TALES**
- 15 mins. **CENTER SUPPORT**
- 15 mins. **TELLING TERRIFIC TALES**
- 15 mins. **MATH SMALL GROUP**

SCHEDULING AND PACING

Scheduling Your Day

|Small Groups

Alphabetics		M	T	W	TH	F
Group 1: (5 days/week)		M	T	W	TH	F
Group 2: (4 days/week)		M	T	W	TH	F
Group 3: (3 days/week)		M	T	W	TH	F

MATH Homogeneous Groups		M	T	W	TH	F
Group 1:	Skill:	M	T	W	TH	F
Group 2:	Skill:	M	T	W	TH	F
Group 3:	Skill:	M	T	W	TH	F

Oral Language (SAMMY, TTT, or re-read)	M	T	W	TH	F
Goal = 5 days/week					
Goal = 4 days/week					
Goal = 3 days/week					

Flexible Groupings Sheet
editable word document available for download

Once student data has been collected, you can determine small group arrangements for each of the small group routines. The Language routines (123 re-read, TTT, and SAMMY) should be heterogeneously mixed groups of students, and they can be organically made by inviting students to join you in telling a story. It is important to track what students you have worked with in small groups to be sure that students have received ample small group instruction throughout the week.

14. SUPPORTING IMPLEMENTATION

Implementation Checks

Implementation checks for each routine are available. These are a helpful resource for anyone seeking to understand how the curriculum is being implemented in their school. Administrators might use implementation checks to help them understand the elements of each routine. They might also use implementation checks to guide feedback around an observation. Instructional coaches may use implementation checks to help teachers identify areas of strength and create goals for improvement.

All implementation checks are available on our website.

Administrator Walk-Throughs

Administrator walk-throughs are designed to obtain a glimpse into what is happening in the classroom within any given short period of time. Walk-throughs are a helpful resource for anyone seeking to better understand how and when teachers are implementing different each element of the curriculum. Administrators, or anyone gathering information on implementation, check off which routine each teacher is doing during a short observation period. They also take notes on general instructional strategies and classroom activities occurring that are unrelated to the curriculum. When completed at various times of day and throughout the week over multiple weeks, walk-throughs provide a clear picture of implementation. This knowledge can guide administrators in supporting teachers more effectively. Administrator Walk-Throughs for 2 and 3 teachers are available on our website.

15. SUPPORTING EXCEPTIONAL STUDENTS

Introduction

The Joyful Discoveries Curriculum was created with the success of all students in mind. It's important that all students have access to the curriculum in a meaningful way that promotes individual success. This section will provide suggestions to make the curriculum more accessible based on needs seen in a typical preschool classroom. These suggestions may be changed, omitted, and altered in any way that is needed to meet the needs of the students in your classroom. It is important that all students are given the opportunity to participate in the curriculum each day.

Inclusion

The curriculum has been created to allow full inclusion of all students with the use of accommodations and modifications as needed. Individualized Education Programs are responsive to individual student needs, and it is imperative to follow these programs. Throughout the curriculum there are opportunities built-in for teachers to collect data on IEP goals. Table 1 gives an example of IEP goals and where data can be collected while implementing each component of the curriculum.

Table 1: Curriculum Connections to Common IEP Goals

IEP Goal (example)	Whole Group Routines		Small Group Routines					
	123 Shared Reading	Shared Writing	Alphabetics	Telling Terrific Tales	Math	SAMMY (wordless books)	Basic Concepts	123 Shared Re-read
1. During centers/free-choice time or when part of a large group activity, student will demonstrate on-task behavior for at least ten minutes with two or fewer verbal or visual prompts in four out of five documented trials.	X	X	X	X	X	X	X	X
2. Given a teacher selected activity, student will complete the activity with no more than 1 visual cue and 2 verbal prompts per task with at least 80% accuracy on 4 out of 5 consecutive trials by the end of this IEP period	X	X	X	X	X	X	X	X
3. Student will demonstrate his knowledge of basic pre-academic concepts of letters, shapes, and counting and colors in 3/4 opportunities with 80% accuracy.			X		X		X	
4. When working with a peer, student will engage in associative play (sharing materials and conversing about the common activity) for 5 minutes with 2 or fewer verbal and/or visual prompts in 4 out of 5 occasions by the end of his IEP.			X	X	X	X		

Providing Student Support

Off-Task Behavior

Students who demonstrate difficulties with behavior are often struggling to meet expectations within the classroom. Behavior challenges can stem from a variety of different causes. Areas to consider include: following classroom routines, interacting appropriately with peers, or difficulty with an academic skill. When these behavior challenges arise it's important to determine the cause of the behavior and adapt instruction accordingly.

Routines

- Include the use of visual schedules/supports as needed
- Provide predictable routines
- Follow a similar daily structure
- Set clear expectations

Peer Relationships

Provide ample opportunities for peers to interact and practice their language.
- Use individual conferencing to discuss challenges

Ex: "Sara, I notice you are feeling upset/frustrated. How can I help?"
- Use of the model and expansion strategy

Student: "Give blocks."

Model and expand: "Can I please share the blocks with you?"

Avoidance

Students may demonstrate challenging behavior to avoid a difficult task. This is important to recognize when asking students to participate in the curriculum. Be sure to use student data to determine areas of strength and need, and group students accordingly. It is important to provide opportunities for all students to feel successful.
- Try the behavioral momentum strategy: first ask students to complete a request you know they can do, then quickly move into the desired activity.
- "Give me five. Hand me a block. Come sit at the table."

Nonverbal

Students who are nonverbal often have a higher receptive (what you hear) vocabulary than expressive (what you speak) vocabulary. Here are some suggestions on how to include students who do not have language yet.

Use of prompting strategies
- Verbal, gestural, model, physical, and pictorial
- Allow for nonverbal responses to demonstrate understanding

Model and expand language
- Provide language with gesture prompts

MATERIALS TO INCREASE ACCESIBILITY

large velcro sheets

Black and White Puppets
(Telling Terrific Tales)

large alphabet cards

math manipulatives

foam letters and numbers

large magnetic letter
building

large read aloud visuals

light board with
transparent letters

$7.99 - Large Velcro sheets
https://www.amazon.com/gp/product/B08CF1LHSM/ref=ox_sc_act_title_1?smid=A39F3OVFS0VB48&psc=1

$23.99 - Giant magnetic Letter Construction Set
https://www.amazon.com/gp/product/B01C4X72N8/ref=ewc_pr_img_3?smid=ATVPDKIKX0DER&psc=1

$13.50 - Transparent Letters and Numbers
https://www.amazon.com/gp/product/B07NJRMLJX/ref=ewc_pr_img_1?smid=ATVPDKIKX0DER&ps

$25.19 - Light Board
https://www.amazon.com/gp/product/B0084JUNVU/ref=ox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1

$14.84 -Sensory Blocks (math manipulatives)
https://www.amazon.com/gp/product/B00VXMY36G/ref=ox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1

$5.95 -Foam Letters and Numbers
https://www.amazon.com/gp/product/B000V98HCI/ref=ox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1

Total Cost: $91.46
(+ tax)

16. SETTING UP YOUR CLASSROOM

Overview

Small groups are central to implementing this curriculum. Implementation of small groups is dependent on students playing independently while teachers work with small groups of children. After the 123 storybook whole group routine, students are dismissed to make choices in the classroom play centers. Teachers then pull small groups together for Alphabetics, Math, and Oral Language routines. Some groups (alphabetics and math) must be carefully planned so that students of similar skill levels receive instruction together. Other small groups (TTT, 123 re-read, and SAMMY) are more flexible with students of a variety of skill levels participating together. Therefore, classrooms must be set up carefully to allow for independent student play while two simultaneous small groups occur.

Setting Up Successful Classroom Centers

Here are some key ideas to keep in mind when creating and setting up centers:

- **Rotation-** Rotate in new materials regularly to keep engagement high. Watch your students carefully for signs of disengagement or boredom with the center materials. When you notice students are no longer engaging appropriately with the available materials, remove those items and replace with new.
- **Less is more-** Materials should be displayed on shelves and tables in an inviting way. Students should be able to easily see all available materials and remove them from the shelf. Materials shouldn't be stacked or hidden. Making fewer items available helps students to make choices quickly and allows for more frequent rotation of materials.
- **Careful placement of furniture to form center boundaries-** Furniture should be utilized in such a way that it forms the boundaries of the centers. This helps students to easily distinguish among the various centers. As much as possible, all furniture in the room should contain materials that are available for student use. Anything that is not meant for student use, should be marked with an easily identifiable sign saying, "Closed" or "Teacher Touch Only."
- **Clear space for play in each center-** Students should know where they may take materials to play in each center. Students should not move materials from one center to another as this leads to confusion.
- **Choose highly impactful materials-** Materials should be highly appealing, beautiful, and inviting. They should also have a clear developmental purpose and allow for practice of multiple skills at once.
- **Allocate a space for theme-based center-** Within each unit, a theme-based dramatic play center is introduced. Sometimes this happens early in the unit and sometimes it happens later. Think intentionally about where to include this center in your classroom. Details for dramatic play centers are outlined in each unit.
- **Small group teaching area-** Small group areas should be positioned so that teachers can view the entire classroom with ease. This ensures student safety while playing in centers.

Setting your Students up for Success in Center Play

Tips and Tools:
- **Teach students how to use each center material from beginning to end -** When a new material is introduced, a teacher should model the use of that material from the beginning (choosing it and removing it from the shelf) to end (cleaning it up and placing it back on the shelf), taking care to model appropriate ways to interact with the material. The teacher should be available to monitor the use of new materials until students are able to successfully interact with them appropriately and independently. This may mean that fewer small groups occur on days when new materials are available for student use.
- **Name cards for "reserving" materials during a lesson-** When students do not want to join a small group lesson for fear of losing a material in which they are highly engaged, the use of name cards can be helpful. Teachers can create a name card for each student and place them in an accessible place. A student who wants to return to the material they are currently using when the lesson is over, can quietly get their name card and place it over the material to indicate they are still playing with it. Students must be taught this means the item is unavailable for use by others.
- **Teacher sign indicating when she is unavailable**- When a teacher is unavailable for general classroom help because she is conducting a small group lesson, displaying a sign indicating this can help students to remember not to interrupt the small group. Additionally, some teachers develop a silent hand signal they show students to indicate the same thing. To make this system effective, however, teachers must model problem-solving during this time. Before introducing small groups, teachers should explain the sign (or hand signal) and model how a student could work through common classroom needs on their own.
- **Modeling appropriate voice level-** For optimal focus during small groups, the center time should be quiet and peaceful. Teachers should take care to model an appropriate voice level while facilitating small groups, instead of raising their voices above the noise of children playing at centers.
- **Chimes-** When a teacher needs to make an announcement or invite students to a group, using a chime or bell to get students' attention helps keep the peaceful classroom environment. Another option for inviting students to a small group is to move to where the child is and speak to him or her in a quiet voice. This does take more effort than calling students from the small group lesson area, but it sets the tone for a peaceful, calm classroom.

Possible Centers

When choosing centers for your classroom, there are many things to consider. You will need to look through all of your available materials and sort them according to skill and use, think about the space in your classroom, consider the number of students and how many play options need to be available at once, etc. The end goal is to have clearly defined centers, the purpose of which can be quickly identified by anyone entering the classroom for the first time. Some possible centers are below:

Math Center	Letter Exploration Center
Science Center	Block Center
Writing Center	Library Center
Theme-Based Dramatic Play Center	

*Details and possible materials are outlined in the appendix.

17. FAMILY ENGAGEMENT

Overview and Research

Throughout the year, there are several opportunities to facilitate a connection between school and home learning. All informational documents are available on our website. There has been consistent research demonstrating the importance of home engagement during preschool on later school success (Bierman et al., 2017).

Materials

The Project Ready Infographic can be shared with families at the beginning of the school year to provide an overview of what children will be learning in preschool. This is an excellent resource to share at a Curriculum Night or Meet the Teacher Event early in the school year and is available in English and Spanish on our website.

PROJECT READY!
www.readingscience.org/preschool

KNOWLEDGE
Students explore foundational concepts of social studies and science through themes like kindness, North America, astronomy, and botany. Read alouds of rich picture books, dramatic play centers, and small group activities all center around the theme.

ALPHABETICS
Letter knowledge is taught with highly engaging lessons that also incorporate phonological awareness practice. Students practice listening to and manipulating the sounds in words while also learning letter names and sounds. These are the skills preschool students need to be successful readers later in their school careers.

ORAL LANGUAGE
Preschool students learn best when given ample time to talk about concepts they are learning. Students are encouraged to talk and use vocabulary related to the theme within small groups, while playing with classmates, and in whole group circle time.

MATH
Math concepts are taught in small groups using books that relate to the current theme. Lessons are targeted to each student's skill level and include concepts like counting, numeral recognition, more than/less than, patterns, and addition.

PLAY
All Project Ready routines are playful, engaging, and fun. Students actively build their skills while talking, playing, and exploring. Each themed unit has its own dramatic play center where students explore concepts they have learning through student-led play with their classmates.

PROJECT READY!
www.readingscience.org/preschool

CONOCIMIENTO
Los alumnos exploran los conceptos fundacionales de las ciencias y estudios sociales a través de temas como la amabilidad, América del Norte, astronomía y botánica. Lecturas en voz alta de libros ricos en imágenes, centros de interpretación dramática y actividades en grupos pequeños en torno a un mismo tema.

ALFABETIZACIÓN
Enseñamos a conocer las letras con lecciones muy atractivas, que también incorporan la práctica de la conciencia fonológica. Los alumnos practican cómo escuchar y manipular los sonidos en las palabras, al tiempo que aprenden los nombres y los sonidos de las letras. Estas son las habilidades que los alumnos de preescolar necesitan para ser lectores exitosos más adelante en sus carreras escolares.

LENGUAJE VERBAL
Los alumnos de preescolar aprenden mejor cuando cuentan con abundante tiempo para hablar sobre los conceptos que están aprendiendo. Animamos a los alumnos a hablar y usar el vocabulario relacionado con el tema en grupos pequeños, mientras juegan con sus compañeros y en hora de la ronda de todo el grupo.

MATEMÁTICAS
Los conceptos matemáticos se enseñan en grupos pequeños con libros que tratan el tema actual. Las lecciones apuntan al nivel de habilidades de cada alumno e incluyen conceptos como contar, reconocimiento numérico, más que/menos que, patrones y suma.

JUEGO
Todas las rutinas de Project Ready son divertidas, atractivas y lúdicas. Los alumnos pueden desarrollar sus habilidades hablando, jugando y explorando. Cada unidad temática tiene su propio centro de representación, donde los alumnos exploran los conceptos que aprendieron a través del juego dirigido por sus compañeros.

FAMILY ENGAGEMENT

Materials

The Unit Introduction Pamphlets are designed to help families understand what their children will be learning within each unit. We recommend sending home the pamphlets at the beginning of the unit. The information provides families with opportunities to engage in meaningful conversations with their child about what they are learning at school. Pamphlets are available for all units in English and Spanish.

FAMILY TAKE-HOME BAGS

At the end of each unit, students are given a Family Take Home Pack. The key objective of these family literacy packs is to create positive language and learning interactions between child and parent. The family literacy packs go home at the end of each preschool thematic unit in the Project Ready curriculum (once a month). They consist of fun language, literacy, and math activities for children to do with their families. All of the activities are things the children have done in the classroom (or a slight variation) and this is an opportunity for the child to show their parent what they have learned. It is designed for the child to "teach" their parent about the new knowledge they have learned. The family literacy packs are wonderful for all families and were designed so that any adult, regardless of the adult's literacy level or English language fluency, can use it with their child.

Family Take-Home Bags

Each child gets a bag that is used across the school year. The sturdy bag has a luggage tag with the child's name on it. The materials go home at the end of each unit and then are brought back to school one week later. Most of the materials are designed to be used across years (books, bag) or across the year for each child (crayons, play dough, glue, laminated letters and number cards), and a few materials are used just once (stickers, puppet cards, paper). When the bags are brought back to school, the materials are removed and the next unit materials are added. To help make sure the family packs are used at a high level, we took several steps to explain how to use the materials in the packs. First, we held parent meetings before the first pack went home to explain the family literacy packs and discussed how families could use the materials with their child. Any parent who was not able to attend had a follow-up meeting with the classroom teacher. We also include a picture-based direction sheet, specific to each unit, showing how to use each material. Finally, the day the packs go home, the teacher shows the content of the packs to the children and discusses how they can use the materials with their parents at home.

Each Family Take-Home Bag Includes:
- Knowledge-Building Book Connected to the Theme with a connected activity
- Wordless Book from the unit
- Puppet-Making Kit (from Telling Terrific Tales)
- Alphabet Activity
- Numbers Activity

18. Diversity, Equity, and Inclusion

Overview and Research

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The Project Ready! program is designed to meet the needs of all learners.

Our program has a peer-reviewed study with data demonstrating its clear and powerful impact on Multilingual Learners. This study compared a group of children using our program to two control groups. One control group of children had similar demographics to those receiving Project Ready (students receiving free lunch, multilingual learners), and one control group of children from a middle-class background that did not include any multilingual learners. The Project Ready children's growth was significantly stronger than either of the other groups.

All of our materials are designed to include supports that are good for all children but are especially crucial for multilingual learners and children with disabilities. These supports include explicit instruction, use of pictures that prompt language (ex. Alphabetics pictures throughout, sequence cards in SAMMY & Telling Terrific Tales, and use of texts with engaging pictures in 123 Storybook). For research discussing the importance of these components for Multilingual learners, see Dr. Elsa Cardenas-Hagan's Book *Literacy Foundations for English Learners*. Dr. Cardenas-Hagan reminds us that what multilingual learners need most is structured literacy instruction that follows the science of reading and we should have programs that have been validated with diverse populations, like Project Ready has.

Our program is built using the MTSS framework. The MTSS model has research support for its use in preschool (see extensive reviews of this research in Carta & Young, 2019; Buysse & Feinberg, 2013) and is supported as a recommended model by the Council for Exceptional Children-Division of Early Childhood. It is a model that is good for ALL children and is crucial for our most vulnerable children including multilingual learners and children with disabilities.

Books were selected carefully with two main criteria in mind:
1. Rich language with multiple opportunities to teach vocabulary and connection to deep academic knowledge related to the unit themes. Exposure to rich language is good for all students but is crucial for Multilingual Learners.
2. Illustrations that represent the diverse learners in our preschool classrooms. Careful effort was taken to find books that include images of people from a variety of races, genders, and disabilities.

19. Technology

Technology is minimally included in the Project Ready curriculum. This is an intentional choice as frequent use of technology in a preschool classroom is not developmentally appropriate.

However, teachers may choose to use available devices to play Project Ready's exclusive songs for their students. These songs are included in the curriculum to provide a novel approach to learning content that is taught within the routine in other ways. Like the routines in the curriculum, songs are predictable with the same melody in each song. There is a song with unique words for each unit. There are also several songs related to the Alphabetics routine that teach crucial skills like pencil grip.

All songs can be found on our website.

Appendix

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Alphabetics Materials
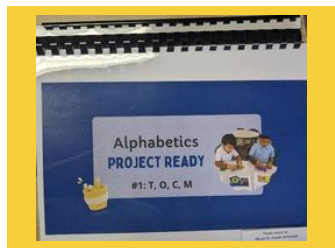
Alphabetics Books

Letters are introduced in addition to PA skills practice in this set of 8 books. There are 4 new letters per book, 2 review lessons per letter, and 3 Practice & Play lessons at the end.

Bean Bag Toss Game

This review game is used during Practice & Play lesson #3

Letter Statue Cards

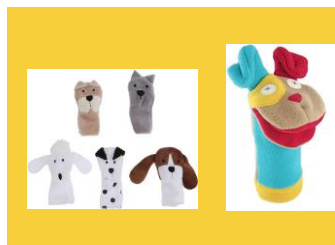The deck of letter statue cards are used during the review game in the Practice & Play lesson #1

Letter Posters

The letter posters are hung in the classroom during the Seek & Find review game in the Practice & Play lesson #2.

Letter Cards

These cards are used for student practice with letter identification and formation.

Dog Finger Puppets and Hand Puppet

The puppets are used throughout the phonological awareness activities.

Alphabetics Materials
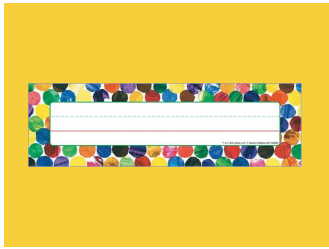
Name Cards

Use the name cards during the *My name is_____* activity of the phonological awareness portion of the lesson..

Wikki Stix

These are used during the *Make the Letters* portion of the lesson.

Monkey Noodles

These are used during the *Make the Letters* portion of the lesson.

Magic Paintbrush

These are used during the *Make the Letters* portion of the lesson.

Doodle Boards

These are used during the *Make the Letters* portion of the lesson.

Card Deck

The card deck is used for the wrap-up activity in all Practice & Play lessons.

Track Lesson Progress

Use the **Group Lesson Progress** form to keep track of which lessons were taught to each group. You can use this sheet to make decisions regarding student interventions.

Example: Your student has not mastered the letter t. Use the Group Lesson Progress sheet to see if they completed all of the review lessons. If so, repeat the review lessons with other students who need additional support and/or move the student into a playful interventions group. If not already completed, circle back and complete the review lessons.

an editable word document is available for you to download

Group Lesson Progress

	Group 1:	Group 2:	Group 3:	Group 4:	Group 5:	Comments:
L1: Tt						
L1A						
L1B						
L2: Oo						
L2A						
L2B						
L3: Cc						
L3A						
L3B						
L4: Mm						
L4A						
L4B						
P&P1						
P&P2						
P&P3						

L1: Lesson #1
L1A: Lesson #1A
L1B: Lesson #1B
P&P1: Practice & Play #1
P&P2: Practice & Play #2
P&P3: Practice & Play #3

67

PLAYFUL INTERVENTIONS
(T, O, C, M)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with letters

CONSTRUCTION VEHICLES AND PEBBLES

Need: small construction vehicle, small pebbles (3-4 printed with each focus letter), felt "hills" printed with focus letters,

Directions: Student loads one pebble into the construction vehicle and identifies the letter on the pebble. Student drives the pebble to the correct hill and repeats the name of the letter. Student unloads the pebble and says the name of the letter again. Continue until all pebbles are delivered.

SQUISHIES AND BEDS

Need: small squishies printed with focus letters (2-3 per letter), laminated paper beds printed with focus letter (enough for each squishie to have one)

Directions: Student chooses one squishie and says the name of the letter printed on it. Student finds the bed printed with the same letter, points to the bed, and says the name of the letter. Student puts squishie in the bed and repeats the letter name. Continue until all squishies are in bed.

BOWLS, SCOOPS, AND STONES

Need: 3-4 small bowls in fun shapes or colors (1 per focus letter), label with focus letter for each bowl, small counting stones labeled with letters (2-3 per focus letter), small scoop

Directions: Student scoops up one stone and says the name of the letter printed on it. Student points to bowl with the same letter and says letter name. Student drops stone into the bowl and says the letter name again. Continue until all stones have been placed in bowls.

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STORAGE

Choosing a colorful, fun storage container makes these activities even more enticing. We suggest big, sturdy boxes. Within each container, materials should be stored in smaller bags to distinguish groups of target letters. We suggest grouping the letters by fours (TOCM should be in the first bag).Being prepared in this way will make pulling and implementing these activities quick and easy.

MAKE IT FUN!

The directions are very basic. Let your personality shine and make these activities fun. For example, when playing with the construction vehicles, you can say the letter name in a "beeping" tone while backing up the vehicle or say it like a rumbling engine when driving the vehicle forward. Encourage the child to play in a way that is fun for them. The important thing is engaging with the letters and having the child say the target letter names as often as possible.

MORE TO COME

We are continuing to develop playful intervention activities. Suggestions are welcome. We would also like to hear from you about which of these three activities are hits or flops with your students. Keep us posted and share your experience!

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PLAYFUL INTERVENTIONS (A,S,H,Z)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with letters

COOOKIES

Need: small baking sheet, small spatula, paper plates with each focus letter, cookies with each focus letter in three colors

Directions: Teacher chooses 2-3 focus letters with student needs in mind. Teacher places a mixture of the three letters on baking sheet. Student uses spatula to move cookies to matching plate. Student says name of the letter frequently throughout the activity.

PEANUT BUTTER AND JELLY SANDWICHES

Need: paper plates with each focus letter, condiment spreader, paper materials with each focus letter (2 pieces of bread, one dollop of peanut butter, one dollop of jelly)

Directions: Teacher chooses 2-3 focus letters based on student needs. Teacher sets out all materials (paper plates, sandwich pieces, spreader). Student puts peanut butter and jelly sandwich together, using the spreader for the peanut butter and jelly. Student says name of the letter frequently throughout the activity.

PASTA AND MEATBALLS

Need: pasta bowl, small ladle, paper materials with each each focus letter (2 pasta noodles, 2 red sauces, 2 meatballs)

Directions: Teacher chooses 2-3 focus letters based on student needs. Teacher sets out materials for focus letters. Students uses ladle to place pasta, sauce, and meatballs in bowl. Student says name of the letter frequently throughout the activity.

PLAYFUL INTERVENTIONS (I,D,N,L)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with letters

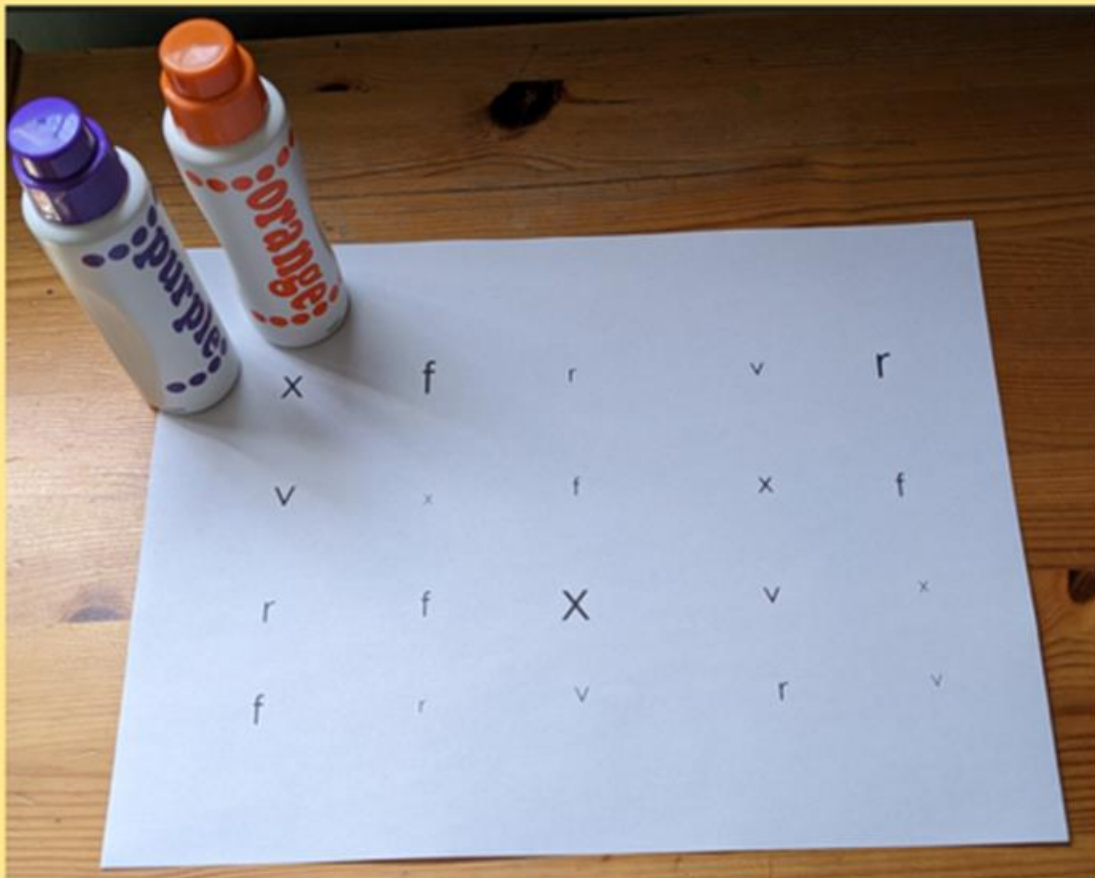## SNOWFLAKES

Need: wood snowflakes

Directions: Teacher chooses 2-3 focus letters with student needs in mind. Teacher places a mixture of the three letters on the table. Student moves snowflakes to make matching pairs. Student says name of the letter frequently throughout the activity.

CLOUDS AND RAINDROPS

Need: cloud and 4 raindrops for each letter

Directions: Teacher chooses 2-3 focus letters based on student needs. Teacher sets out all materials. Student matches raindrops to clouds. Student says name of the letter frequently throughout the activity.

SNOWMEN

Need: snowman for each letter

Directions: Teacher chooses 2-3 focus letters based on student needs. Teacher sets out materials for focus letters. Student builds a snowman using the prompted letter. Student says name of the letter frequently throughout the activity.
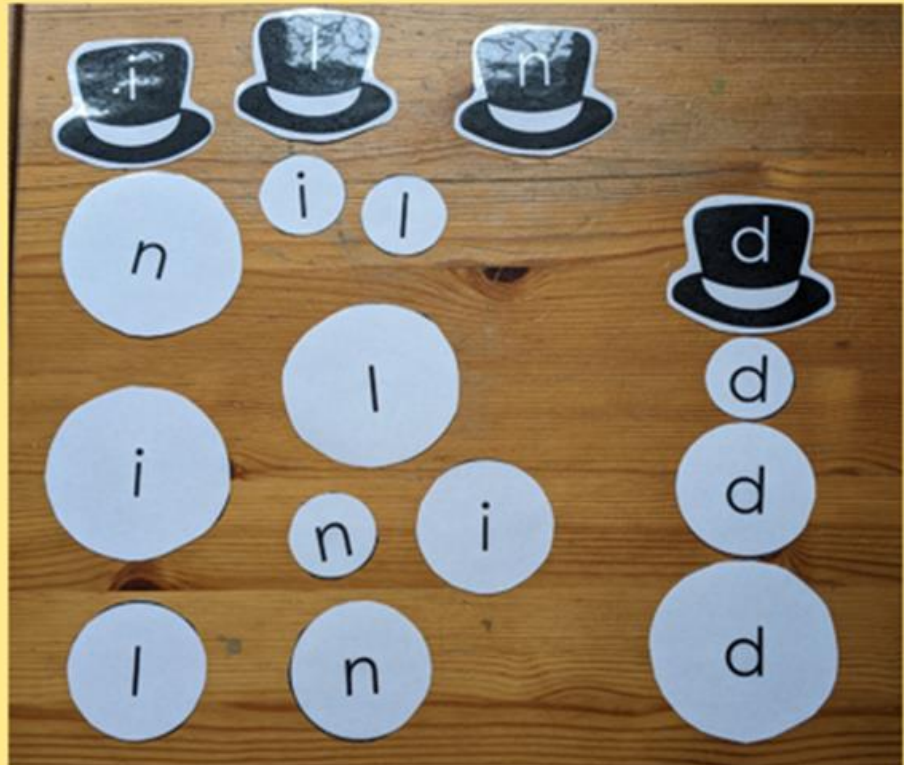
RAINBOW BUILDING

Need: white rainbow mats and colored pieces

Directions: Teacher chooses 2-3 focus letters with student needs in mind. Teacher chooses 1 focus letter and places the mat on the table. Use a mix of 2 or 3 letters and have students build the rainbow. Students say the name frequently throughout the activity.

SHAPE PUZZLES

Need: puzzle
Directions: Teacher prompts the student to say the letter name as they complete the puzzle. Student says the letter name frequently throughout the activity.

PLAYFUL
INTERVENTIONS
(X, F, V, R)

Fun, inviting, self-correcting activities for students who might
benefit from additional practice with letters

TANGRAMS

Need: tangram shapes and shape pictures
Directions: Teacher reviews letter names, then
student chooses a shape picture.   Student moves
tangram shapes to make the shape picture. Student
says name of the letter frequently throughout the
activity.

BINGO DOBBERS

Need: letter worksheets and bingo dobber
Directions: Teacher chooses capital,
lowercase, or capital and lowercase
worksheet for student. Teacher reviews
letter names. Teacher prompts student to
find the letter ___. Student marks each
found letter with the bingo dobber. Student
says name of the letter frequently
throughout the activity.

PLAYFUL
INTERVENTIONS
(J, K, P, Q)

Fun, inviting, self-correcting activities for students who might
benefit from additional practice with letters

COMMUNITY HELPERS- PAPER DOLLS

Need: paper dolls

Directions: Teacher chooses 2-3 focus letters with
student needs in mind. Teacher places a mixture of
the three letters on the table. Student moves pieces
to match the target letter. Student says name of
the letter frequently throughout the activity.

PLAYFUL INTERVENTIONS (G, Y)

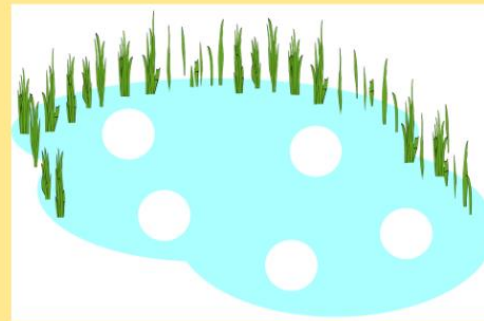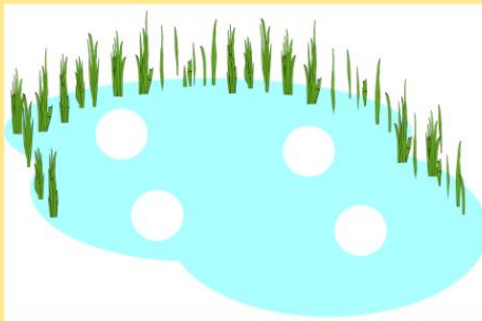Fun, inviting, self-correcting activities for students who might benefit from additional practice with letters

SEASHELL HUNT WITH BUCKETS AND SCOOPS

Need: bucket, scoop, seashells with letters
Directions: Teacher chooses 2-3 focus letters with student needs in mind. Teacher places a mixture of the letters on the table. Student moves pieces into the bucket that match the target letter. Student says name of the letter frequently throughout the activity.

Math Materials
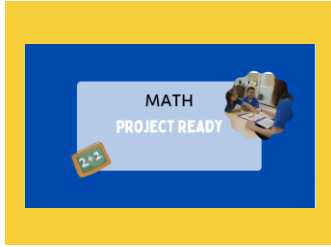
Math Flip Books

Math skills are introduced in a series of 8 math flipbooks. These books guide teachers in introducing and reviewing math skills and culminate in two cumulative review activities.
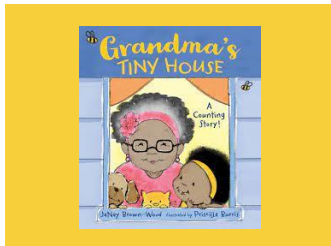
Math Books

Math books are initially read within the 123 Shared Story routine. The most recent math book is incorporated into small group math lessons, regardless of the skill being taught.

Work Mats

Each lesson includes individual student practice. Work mats are used during this portion of the routine to distinguish each student's space. Felt is ideal as it quiet and soft. Construction paper is also a viable option.

Manipulatives

Manipulatives are used both in group practice and individual practice. Whenever possible, manipulatives should be simple and identical in color, shape, and size. Certain skills will require manipulatives with variety.
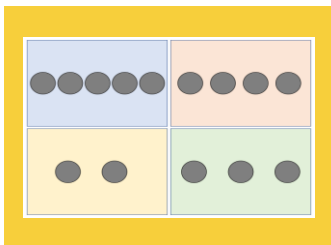
Eye Spy Cards

A series of Eye Spy Cards are used in the second Practice and Play activity in each Math Flip Book. For each activity, there are three versions of cards. This means that each student's card is unique and students cannot rely on their peers' responses for assistance.

PLAYFUL INTERVENTIONS (ICE CREAM SCOOPS)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with counting
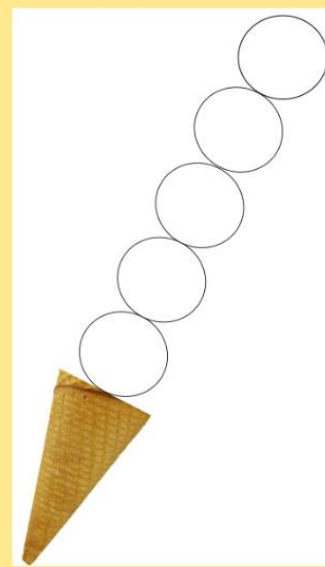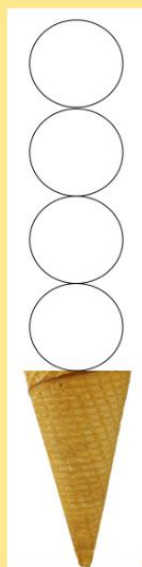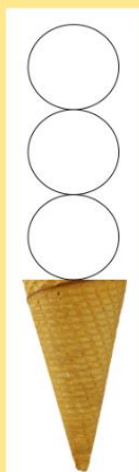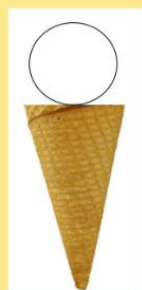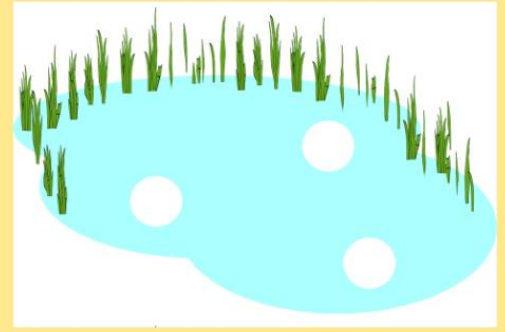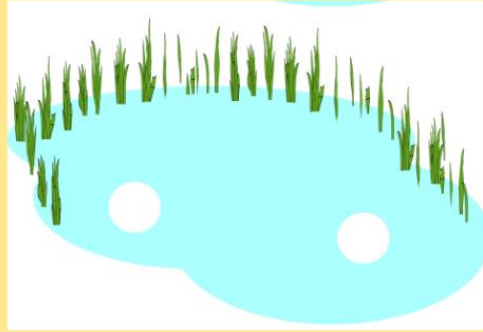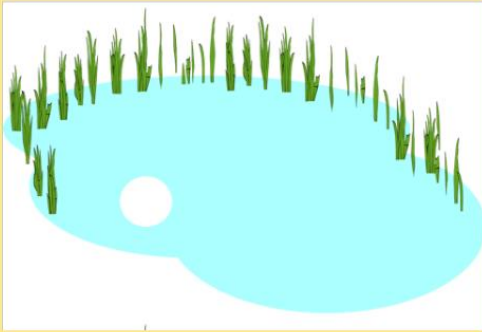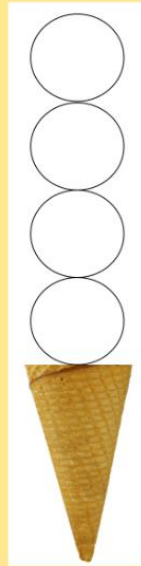
ICE CREAM SCOOPS

Need: cones with 1-5 circles (printed, cut apart, and laminated), 15 large pom-poms, ice cream scoop

Directions: Teacher models scooping one pom-pom on each circle, counting the scoops of "ice cream", and identifying how many scoops are on the cone. Teacher guides student through the activity with the same ice cream cone before offering other cones to practice counting different quantities 1-5.

PLAYFUL INTERVENTIONS (FISH POND)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with counting


FISH POND

Need: fish ponds with 1-5 white dots (printed, cut apart, and laminated), small fish

Directions: Teacher models placing one fish on each white dot, counting the fish, and identifying how many fish are in the pond. Teacher guides student through the activity with the same pond before offering other ponds to practice counting different quantities 1-5.

PLAYFUL INTERVENTIONS (ICE CREAM SCOOPS)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with counting and number recognition.


1 2 3 4 5
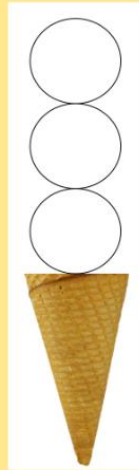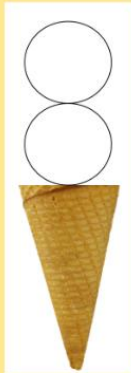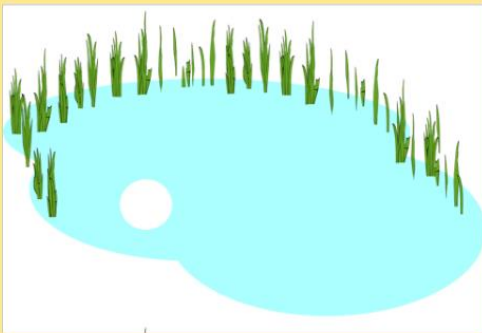

ICE CREAM SCOOPS

Need: cones with 1-5 circles (printed, cut apart, and laminated), number cards 1-5 (printed, cut apart, and laminated), 15 large pom-poms, ice cream scoop

Directions: Teacher models scooping one pom-pom on each circle, counting the ice cream scoops, identifying how many scoops are on the cone, and placing the corresponding number card on the cone. Teacher guides student through the activity with the same cone before offering other cones to practice counting and identifying numbers 1-5.

PLAYFUL INTERVENTIONS (FISH POND)

Fun, inviting, self-correcting activities for students who might benefit from additional practice with counting and number recognition

1 2 3 4 5
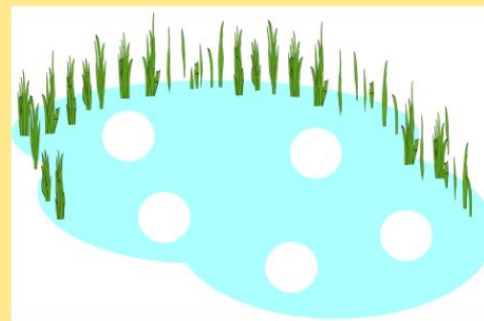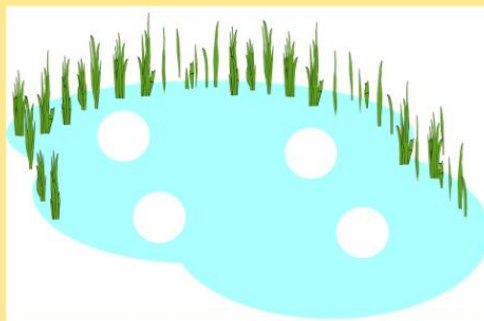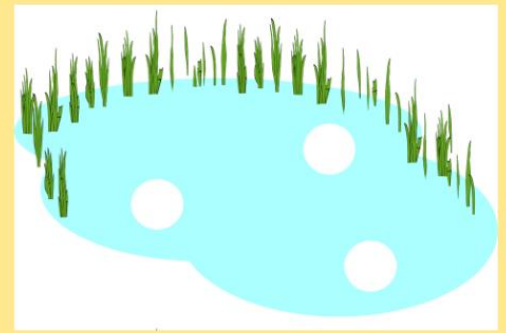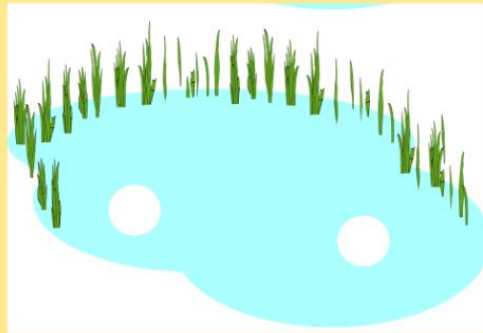
FISH POND

Need: fish ponds with 1-5 white dots (printed, cut apart, and laminated), number cards 1-5 (printed, cut apart, and laminated), small fish
Directions: Teacher models placing one fish on each white dot, counting the fish, identifying how many fish are in the pond, and placing the corresponding number card on the pond. Teacher guides student through the activity with the same pond before offering other ponds to practice counting and identifying numbers 1-5.

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Math Center

When selecting materials for your math shelf, consider your state's math standards and the skills and needs of your students. Ideal choices are self-correcting, highly powerful manipulatives that encourage students to independently practice many skills at once. They are inviting and stored beautifully with all the necessary pieces and tools in place. Teachers should check periodically to make sure nothing is broken or missing. New materials should be introduced carefully with appropriate use modeled. For students to be most successful, all materials should target skills already taught or known by students.

Possible Materials

Bead Stringing

Wooden Shapes

Count and Link

Counting Screws

Pom-Pom Counting

Number Dough Stamps

Design and Drill

Counting Cones

Tweezer Tongs Color Sorting

Letter Exploration Center

Ideal choices for the letter exploration center are self-correcting, highly powerful manipulatives that encourage students to independently practice many skills at once. As with math materials, they are inviting and stored beautifully with all necessary pieces and tools in place. Teachers should check periodically to make sure nothing is broken or missing. New materials should be introduced carefully with appropriate use modeled. For students to be most successful, only letters already taught or known by students should be included.

Possible Materials
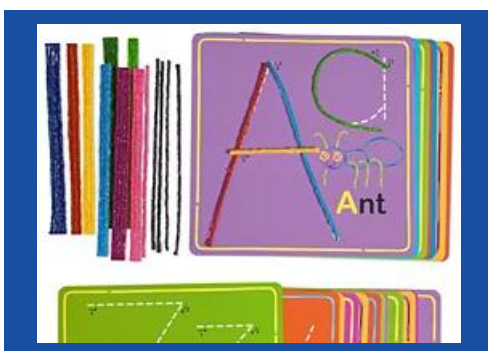

Letter Fishing Game
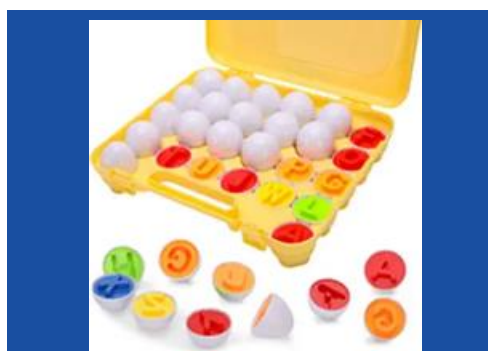
Alphabet Eggs

Letter Acorns

Letter Matching

Letter Making

Alpha Pops

Alphabots

Playdough Letter Mats

Letter Dough Stampers

Science Center

Science centers can be an extension of the themed dramatic play areas (North America or South America) or they can be completely separate. Like materials in other centers, science materials should be inviting, and self-correcting, and should allow for the practice of multiple skills at once. Materials that teach concepts not covered by the curriculum can be included. For example, gears can introduce early physics concepts easily explored independently by students.

Possible Materials

Color Mixing Lenses

Gears

Animal Object to Picture Match

Life Cycle Models

Animal Skin Picture Cards

Nature Loose Parts

Science Viewer

Scoop a Bug Sorting

Animal Puzzles

Block Center

The block center is a popular and active place in many classrooms. Due to its popularity, it often requires more frequent rotation. Additionally, due to the high number of small parts and large pieces in most block sets, teachers should be mindful of not placing too many options at once. Deeper play is facilitated by few choices and more open play space. Soft, low-pile carpets can help make this center quieter but it should be placed far away from small group lesson areas. Softer and smaller block sets are often best used at a table. Consider adding a small table to this center.

Possible Materials

Magnetic Building Set

Clip Connect

Blockaroo

Stretch and Snap Blocks

Wooden Blocks

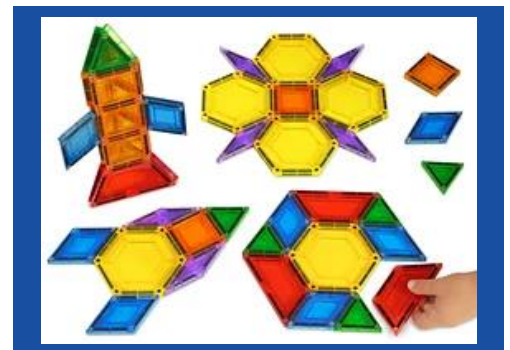Shape Sorting Puzzles

Snap-bots

Pop Beads

Magnetic Tile Blocks

Writing Center (Prewriting Focus)

The Prewriting Center's focus is on developing control through improved muscle strength and developing skills in executing strokes that are the foundation of manuscript writing. Many early preschool-aged students are not yet ready to hold pencils. Prewriting materials can be separate from the writing center or can be combined. These materials may or may not have a finished product, but they should all develop the finger strength needed for writing. If daubers, stickers, or stencils are available, make sure to also provide other necessary tools like paper and crayons. An easy way to avoid wasted paper is cutting down a larger sheet to a size that matches the stencils.
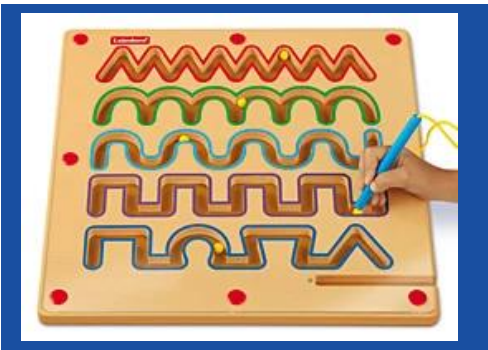
Possible Materials

Squigz

Magnatab

Dot Daubers

Magnetic Tracing Board

Peel and Stick Foam Shapes

Stencils

Gumball Grab

Textured Rubbing Plates

Letter Stamps

Writing Center (Letter Formation)

When students are ready to hold a pencil, crayon, or marker, introduce a writing center into your classroom. The writing center should be full of inviting opportunities to practice writing and have fun with writing! Children should have the freedom to create whatever they want at this center. Provide a variety of materials that invite students to write known letters or familiar words, like the names of classmates. Include letter formation materials that focus on repeated practice using consistent letter strokes to create targeted letters. This center will need frequent rotation and replenishing of supplies to keep it in usable order. When stocking this center, remember that it is easier for young students to keep just a few materials neat and orderly.

Possible Materials

Art Supplies
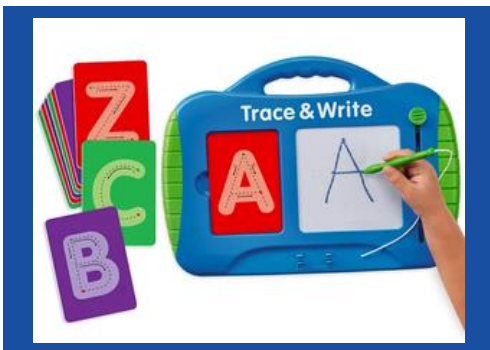

Name Cards for All Classmates

Craft Tape Dispenser

Envelopes for Card Making

Colorful Paper for Card Making

Stickers for Card Making

Trace and Write

Letter Tracing Boards

Sand Tray

Managing Centers and Small Groups Simultaneously

Management of simultaneous centers and small groups requires preparation work before small groups are introduced. Students are introduced to all centers so they are capable of engaging with all materials appropriately. Anticipating and preparing for common interruptions, due to students' immediate needs, can also help this time go smoothly. A **self-care station** allows students to take care of their basic needs like runny noses or sticky hands without adult help. A **classroom-care station** provides students with all the necessary tools to take care of small messes independently. Additionally, as small groups are introduced, teachers should pay attention to the reasons students are interrupting groups and make adjustments accordingly. For example, if students are regularly asking for help with opening a container, that container should be switched out for one that students can manage successfully. Or, if students are interrupting to ask for more paper in the writing center then more should be made accessible to them.

Self Care Station

| Tissues | Child Safe Mirror | Hand Wipes | Trash Can with Lid |

Classroom Care Station

Broom and Dustpan
(Dry spills on tables)

Sponge
(Wet spills on tables)

Bucket
(Storing damp sponges)

Broom and Dustpan
(Dry spills on floors)

Towels
(Larger wet spills)

Basket
(Storing Clean Towels)

Plastic Bin
(Storing wet towels)

Microfiber Cloths
(Dusting shelves)

SAMPLE CLASSROOM ARRANGEMENT

Theme- Dramatic Play / Science

Blocks

Table

Math

Low Pile Rug

Table

Desk

Table

Table

Desk

Prewriting

Desk

Writing Desk

Circle Time Rug

Small Group Table

Alphabetics Table

Library

Table

Self and Classroom Care

Letter Exploration

Teacher Storage