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HEAD START CENTER-BASED
Education Plan for School Readiness

The Creative Curriculum the 4th Edition is a “scientifically based” model that describes the theory and research that form the foundation of our preschool curriculum. The comprehensive curriculum applies theory and research to everyday practices, giving teachers a roadmap for teaching. The Creative Curriculum provides teachers a clear guidance on how to plan lessons and at the same time allows room for teacher creativity.

A vital strategy is to become a good observer of children. This allows teachers to assess children’s needs, interests, and abilities in relation to specific developmental goals, and to plan meaningful learning experiences that build on children’s interest and knowledge.

The essential elements of the Creative Curriculum:

- A foundation of research and theory of child development, including the ideas of Maslow, Erikson, Piaget, Vygotsky, Smilansky, and Gardner, as well as recent information on brain research and resiliency research.
- An understanding of how children develop and learn.
- An emphasis on setting up the structure of the learning environment, including setting up and maintaining interest areas, establishing schedules and routines, organizing choice time and small and large group times, and creating a classroom community where children learn how to get along with others and solve problems.
- Content areas literacy, math, science, social studies, the arts, and technology discussed in Head Start Child Development and Early Learning Framework and State Standards.
- A range of instructional strategies for teachers to use in large and small group times and long term studies.
- The teacher’s role that include becoming a careful observer and using a variety of instructional strategies and interactions with children to guide their learning. A system for ongoing, authentic assessment, based on observations made during everyday classroom activities, enables teachers to plan for each child as well as the group.
- The importance of creating partnerships with families, with emphasis on communicating ways families can support children’s learning at school and at home.

The Creative Curriculum framework indicates the 11 interest areas considered important for a Creative Curriculum preschool classroom: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand & Water, Music & Movement, Cooking, Computers, and Outdoors.

The children are encouraged to make their choices from the abundance of appropriate materials available in our classroom. The classroom offer messages of welcome to diverse families. The classroom provides opportunities for children to function independently. The children are active and engaged in the Creative Curriculum classroom. Content is learned through investigation and play, as well as focused, intentional teaching to build on prior learning experiences.
The Second Step curriculum works to **build social skills** of preschool children by teaching them empathy, emotion management, & problem solving that promotes skills that reduce impulsive and aggressive behavior.

Multicultural Principles for Head Start Programs
The 2010 IM, from OHS, indicated in the *REVISITING AND UPDATING THE Multicultural Principles for Head Start Programs* that knowledge of culture and home languages was essential for a teacher to provide instructional services to support children towards acquisition of English...

The Improving Head Start for School Readiness Act signed into law by President George W. Bush on December 12, 2007, specified, among other requirements, that **Head Start agencies** “assist children with progress towards acquisition of English while making meaningful progress in attaining the knowledge, skills, and development across the domains of the HS Child Development and Early Learning Framework. This includes the progress made though the use of culturally and linguistically appropriate instructional services.” (Improving Head Start for School Readiness Act of 2007. Public Law 110134, 640).

The 2010 revised Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five are listed below.

- **Principle 1:** Every individual is rooted in culture
- **Principle 2:** The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.
- **Principle 3:** Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes.
- **Principle 4:** Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice.
- **Principle 5:** Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.
- **Principle 6:** Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated
- **Principle 7:** Culturally relevant programming requires staff who both reflect and are responsive to the community and families served
- **Principle 8:** Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences
- **Principle 9:** Culturally relevant and diverse programming examines and challenges institutional and personal biases
- **Principle 10:** Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children
Children’s Use of the Home Language. (Resource from Head Start Bulletin 78 – ELL)
The teachers and parents together can collaborate in helping young children become bilingual. Our
teachers will encourage parents to maintain their home language. Parents must understand the
importance of their child to continue to speak in their home language if they are to become bilingual.

When teachers and children do not share the same language, then it is necessary to make the
curriculum multi-linguistic. Suggestions for teachers include:

- encourage children to speak their home languages with classmates who share that language.
- introduce the different alphabets or writing systems of the home languages.
- ask parents to teach an activity, present a song, tell a story, or read a book using their home
language.
- find story books in the children’s home language and/or have parents develop story books in
their home languages to add to the classroom library.
- introduce new vocabulary words in English and find out what that word would be in the
child’s home language.

Instructional Strategies that Support Beginning DLLs

- Show a genuine interest in DLL children.
- Be observant! Notice what DLLs are interested in, what they might want to talk about, and
what they know.
- Select a conversation topic that is meaningful to children. Their choice of a toy or a play area
signals their interest.
- Learn how to read the meaning of gestures and facial expressions. Is a child asking for a
word? Does she want to play with a particular child?
- Use actual names of people and objects rather than pronouns.
- Talk about topics in the present.
- Accept minimal responses such as the nod of the head or a smile.
- Continue to interact even though the children do not offer a verbal response.

Communication Techniques to Help DLL

When teachers use English with children who are just learning English, teachers must ensure that
they are understood. Techniques such as thumb up (using non-verbal cues, such as gestures),
repetition (using the same phrases over and over again, and talking about the here and now (referring
to objects and activities in plain view of the children). Teachers can provide running commentary
(talking about what they are doing while they are doing it) during activities and are careful to expand
and extend any words or phrases that a child uses in English. When children are ready, the teacher
will encourage them to respond in English.

Classroom Organization to Help DLL

Classrooms with consistent routines help ELL to know what to expect and begin to navigate the
classroom successfully. By using small groups for activity work and by making sure that ELL are
included in those activities, it is possible to tailor the use of English to the ability level of individual
children.
Teachers can use the buddy system, where children in the classroom who are already proficient in English pair up with ELL.

Classroom environment needs to allow a place in the classroom where ELL can sit quietly or use manipulative or look at pictures or play alone. These places can be thought of as safe havens in an otherwise demanding classroom situation.

Beardstown DLL Kindergarten teachers suggested teachers use simple commands in both Spanish and English to help children transition into their Dual Language Kindergarten program.

**Boys/Niños**
**Girls/Niñas**
**Thank You/Gracias**
**Bathroom/Baño**
brush your teeth/ Sepillate los dientes
pick up/clean/ Recoje/ Recojar/ Limpia
wash your hands/ Lavate las manos
write your name/ Escribe tu nombre
walk/ Camina
quiet/no talking/ Calladito/ No hables
lay down/ Acuestate
move your name/ Mueve tu nombre
eat/ Comer
what's wrong/where does it hurt/ Que paso/Donde te duele
all shapes, colors, letters, and numbers/how many/ Todas las figuras, Colores, Letras, y Numeros/ Cuantos/ Cuantas
**hello/ Hola**
**bye/ Adios**
**please/ Porfavor**
**how are you/ Como Estas**
**good job/ Muy bien trabajo**
**outside/ Afuera**
**Go/ Stop/ Adelante/ Para**

**Staff Resource Library:**
The following resources are available in the individual classrooms or in the Site Supervisor’s office.

<table>
<thead>
<tr>
<th>CB Resource Title</th>
<th>Frequency</th>
<th>Curriculum Area</th>
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<tbody>
<tr>
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<td>This is used as the foundation of our education approach</td>
<td>Strategies to Support Positive Child Outcomes</td>
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<tr>
<td>Starting Out Right – A guide to promoting children’s reading success</td>
<td>This is used as the foundation of our education approach</td>
<td>Strategies to Support Positive Child Outcomes</td>
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<td>Chef Combo – now only available on the web</td>
<td>Monthly</td>
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<td>Celebrate: An Anti-Bias Guide to Holidays</td>
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<td>Head Start Bulletin - English Language Learners</td>
<td>This is used as the foundation of our education approach</td>
<td>Strategies to Support Positive Child Outcomes for ELL children</td>
</tr>
<tr>
<td>Hollyhocks &amp; Honeybees-Garden Project</td>
<td>This is used as the foundation of our education approach</td>
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<td>This is used as the foundation of our education approach</td>
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<tr>
<td>H. S. Teacher’s STEP Manual (C.I.R.C.L.E.)</td>
<td>This is used as the foundation of our education approach</td>
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<tr>
<td>HS Booklet - Teaching Our Youngest -A Guide for Preschool Teachers</td>
<td>This is used as the foundation of our education approach</td>
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<td>Math: The Creative Curriculum Approach</td>
<td>Daily</td>
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<td>Phonemic Awareness Activities</td>
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<td>Meeting the Challenge -Behavior Management</td>
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<tr>
<td>Transition Tips and Tricks</td>
<td>Daily</td>
<td>Mental Health</td>
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<td>Literacy: The Creative Curriculum Approach</td>
<td>This is used as the foundation of our education approach</td>
<td>Language &amp; Literacy</td>
</tr>
<tr>
<td>The Creative Curriculum - 4th Edition</td>
<td>This is used as the foundation of our education approach</td>
<td>Philosophical Approach</td>
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<td>Young Investigator - Project Approach</td>
<td>This is used as the foundation of our education approach</td>
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<td>Second Step Curriculum Kit</td>
<td>Weekly and practiced daily</td>
<td>Social Emotional/ Mental Health</td>
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<td>Study Starters Notebook -6 Studies</td>
<td>This is used as the foundation of our education approach</td>
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Macomb Center is NAC Accredited. NAC Accreditation means PACT Centers meet NAC’s characteristics of excellence in early childhood education. Programs that meet these characteristics provide a safe and healthy environment for children, have teachers who are well-trained, have access to excellent teaching materials, and work with curriculum that is appropriately challenging and developmentally sound. These programs are continuously improving themselves to provide the best possible educational opportunities for children. Macomb teachers will be involved during the accreditation process by completing an annual self-assessment.

The purpose of the National Accreditation Commission for the Early Care and Education Programs (NAC) is to identify and acknowledge early care and education programs demonstrating practices that have been identified as leading to best outcomes for children.

NAC Accreditation process:
- Devote the highest priority to the sound and appropriate development of individual children
- Adopt and implement curricula that promote cognitive, language, motor, social, and emotional development of children in a creative and explorative manner
- Foster curiosity, self-esteem and positive outlook in all children in the program
- Demonstrate appropriate attention to the areas of health, safety, and nutrition
- Conduct ongoing and continual assessment of the progress and needs of children
- Promote and welcome parent participation and involvement
- Demonstrate that the staff relate professionally and comfortably with parents and children
- Plan and implement the professional development of the staff based upon needs, interests, and abilities as identified by ongoing evaluation and assessment
- Articulate, adopt, and implement appropriate goals that are utilized in program planning and evaluation and that reflect multi-cultural sensitivity
- Operate in a professional and ethical manner with accountability to its governing body, families, staff, and the public
- Demonstrate best practices in leadership and management
- Manifest a superior degree of compliance with applicable state and local licensing requirements
- Maintain interior and exterior premises in a sanitary, attractive and safe manner.

The Curriculum Implementation Checklist
This tool was developed to help teachers to self-reflect and assess their knowledge of the Creative Curriculum for Preschool and to implement the Creative Curriculum effectively. This tool will help teachers to set up the classroom environment, plan for children, and interact with children and families. This tool is used to identify teacher’s level of curriculum implementation, areas of strength, and areas for growth.

The Curriculum Implementation Checklist is used to ensure knowledge and understanding of the Creative Curriculum and that every teacher receives the training and support they need to implement the curriculum and developmentally appropriate practices to enhance child outcomes.

The Education Coordinators monitors the implementation of the curriculum and best practices by visiting classrooms, CLASS assessment, outcomes data aggregation, training, purchasing equipment and materials, staff development, etc.
The Head Start for School Readiness Act of 2007 requires that a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of teacher-child interactions that are linked to positive child outcomes be used for planning professional development and to assess program quality and/or performance. The Class Assessment Scoring System (CLASS) is being currently used by Head Start monitoring review teams.

The CLASS is an observational instrument developed at the University of Virginia to assess quality in pre-school classrooms. It has been validated in over 2,000 pre-school classrooms and can be used to reliably assess classroom quality in Head Start.

The CLASS assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support.

The Education Operations Coordinator will attend the CLASS reliability training to become reliable CLASS assessor. The Site Supervisors will attend the CLASS training to understand how the domains, dimensions, and indicators relate to school readiness.

The Education Operations Coordinator will use CLASS to observe all Head Start classrooms, a minimum of two (2x) per program year. The first full observation will be completed in the fall. A winter focused observation will be completed on classrooms not reaching the target set by PACT. In spring a full CLASS observation will be completed.

The CLASS observation typically will begin at arrival time and continues throughout the morning/afternoon for at least 2 hours. Each cycle of observation consists of a 20-minute period during which the observer watches classroom interaction (mostly focused on the teacher) and takes notes followed by a 10-20 minute period for scoring.

After three observation cycles and scoring, the scores will be transferred to the last page of the CLASS booklet to obtain the domain scores. The scores from the observation cycles will be analyzed per classroom, center, and program performance. The scores are entered into a professional development grid.

The CLASS scores will be used in the following ways:

- The Education Operations Coordinator will share results with Site Supervisor and teachers on an individual basis.
- The Professional Development goals will be written from the CLASS observation scores.
- The teachers with particular strengths will be encouraged to share their successful strategies with their colleagues at the monthly staff meeting.
- The School Readiness Team will use the information generated by the CLASS Scoring Report to make decisions about ways to improve program outcomes.

The CLASS Scoring Report will be shared with management staff, policy council, PACT board, education advisory committee, and published in our agency annual report. The CLASS results will be compared with child outcomes data to look for trends and plan for agency improvements.
I. The Goals for Children’s Development and Learning - 1304.21 (b) (I)

The approach to child development and education will focus on individual children’s progress, interest, temperament, language, cultural backgrounds, and learning styles. The teachers use the information from the Education Survey for School Readiness, the Child/Family Cultural Survey, and the children’s assessment collection to understand children’s developmental needs.

The Child/Family Cultural Survey is used for integrating cultural activities into the classroom. Our families are used as a resource for information about their family culture. Their ideas and interests are integrated into individual and small group activities and community field trips.

Goals and Objectives are planned and developed with parents for each child using the Teaching Strategies Gold and School Readiness Summary Report. The teachers strive to increase the family’s knowledge and understanding of their child’s development.

Curriculum Management
In the center-based program, the teacher is responsible for observation, assessment collection, individualization and curriculum management to meet the needs of the performance standards.

In addition to providing an appropriate learning environment and daily schedule, the teacher plan and facilitate hands-on learning for all children during center and group times.

Because PACT strives for quality, the teacher must not only plan and individualize the classroom curriculum, but also provide regular individualized activities for each child based on his or her needs.

The challenges for many teachers are curriculum management problems. To overcome the challenges, each teacher must develop a systematic way to track the individual needs of every child, to plan activities to meet individual needs, and to document when, where, and how often they work with each child.

Systematic Approach
The systematic approach relies on multiple methods and sources of information, (such as observation, curriculum-based assessments, checklists, work samples, etc.), can be used to determine which children are meeting key benchmarks, which children are in the process of developing these skills, and which children are not making adequate progress.

No matter which strategies are used, every teacher must find a way to ensure that each child gets individualized attention based on the needs found in his/her assessment. While individualizing should be done spontaneously as teachable moments arise in the classroom, this strategy alone does not ensure that each child will receive equal & fair attention based on the specific needs found in their assessment.

Vygotsky’s Zone of Proximal Development (ZPD) describes two levels. The lower level is a child’s independent performance, what a child can do alone. The higher level is the best the child can do with maximum assistance.
Teachers need to use their observational skills to look for developmental and learning that are in a formative stage and give prompts, suggestions, models, and hints to see what a child does with such help.

Effective observation occurs over time and day. Interact with children at the beginning of choice time until all children are engaged. Then take 5 minutes with one child or area. Observe again to document learning before clean-up. Observe in and out of action. It is possible to document during interaction with children. Systematic collection is focusing on 5 children per day or one domain per week. Teachers cannot rely on memory to recall children’s learning and accomplishments.

Teachers need to keep notes of their observation, using brief notes, anecdotal notes, running records, matrices, rating scales, tallies, photographs, etc. Recording information in a systematic way helps focus attention on each child’s development, on important educational targets, and on the way authentic assessment and good instructions are linked.

Much of the curriculum can be individualized through careful attention to the classroom setting and the materials offered in each learning center. However, some children may not always use the centers or materials that will help them improve in the necessary skill area.

To ensure that every child’s needs are met, the teacher can individualize through (1-2 children) small group experiences, either as part of child-initiated time or as a separate segment in the daily schedule.

Daily assessment will identify children who need special help in the classrooms. Children need challenges to continue to build on their skills. Other children may be falling behind and need more help in class.

Once the teacher has identified the objective or standard the child is working on, the next task is to decide how the child is progressing and accomplishing that goal. This decision may happen immediately as the teacher witness the child’s actions. Or it may need to be determined through reflection over time such as reviewing work samples and notes.

The teachers must observe and document what they see and evaluate their classroom plans. For an individual child, the teacher must ask “What can I do to help this child? For the whole class, the teacher must ask “What is working and what is not” The teacher also evaluates themselves and the classroom environment. The teachers will then formulate a plan, implement the plan and observe and document children’s learning.
II. What Staff and Parents Do to Help Children Achieve Their Goals - 1304.21 (b) (l)

“Linking Home & School” activities are planned by teachers to extend learning at home. Teachers encourage parents to work with their children at home to enhance the development of their child. The parent also benefit from home activities because they learn about what their child is doing in class as well as, learning about their child’s experiences.

The classroom curriculum (topic of study) is shared with parents through weekly classroom news, parent-teacher conferences or at monthly parent meetings. The parents are encouraged to give input into the classroom curriculum and the parent suggestions are documented on the lesson plan.

*DAP - Understanding the Development of Language and Literacy*

Literacy is not choosing a letter of the week. Literacy enhancement requires building an inviting and exciting environment and activities that build literacy into the fabric of everything that is done in the classroom in a meaningful way. It is much more exciting to learn about the letter “p” as a part of an exciting, in-depth investigation on popcorn than to have a new letter for the focus each week.

According to NAEYC, the early learning standards and child outcomes include specifics on literacy skills and knowledge. So, teachers must have knowledge of inappropriate academic methods and should not apply them in the preschool classrooms. The early literacy approach recognizes the need to offer children abundant experiences to help them develop the various components of literacy. But literacy activities must not be conducted in isolated skills, such as letter sound drills, printing a row of “a”, alphabet letter of the week being drilled, name writing practice, and rote counting to 100.

Teachers must use enjoyable texts of children’s literature to introduce children to meaningful print and continue to use print as it functions in daily life and routine of the child. Reading and writing are important parts of daily activities. Equally as important are the other play materials and experiences that bring children into dialogue and interactions with others, while they use the materials in a natural setting or routine of the day.

**DAP - Symbolic Representation – Writing**

The stages of early writing occur over a long stretch of time and after many, many experiences with putting marks on paper in an informal and undirected manner. The teacher needs to provide a variety of materials for use in writing and give children many opportunities to practice writing throughout their day. All writing opportunities take place in every area of the classroom learning environment.

**Components of Alphabetic Principle** - school readiness skills

- Oral Language development is literacy development. After reading, revisit the book and ask why questions.

- Phonological Awareness – includes a continuum of skills in hearing and understanding the different patterns of spoken language. Children begin with listening to the sounds in the environment. This is followed by learning the skills of rhyming (recognizing the sounds in the ending of words) and alliteration (hearing similar initial sounds). A later skill is learning to hear the separate syllables in words. Phonological awareness is promoted with the classroom use of listening (Simon Says), chants and songs, stories, rhymes, as well as nonsense language games, categorization game (mop, pop, cop), clapping menu words,
Phonemic awareness is the most important prerequisite to understanding the relationship between letters and sounds.

**NOTE:** Phonological Awareness is an auditory skill that DO NOT involve print. Activities are auditory.

- **Knowledge of Print** describes all the ideas related to how print is organized and used. This includes understanding the functions of print, including all the purposeful ways in which print can be used. It also includes understanding the various forms of print and the distinct appearance of specific letters and words. Exposure to print in the environment is the way that children learn about print. Charts – Question of the Day, Daily Message, Sign-In, labels, writing dictations on children’s drawing, invite children to tell a story at choice time, etc.

- **Knowledge of Letters and Words** – Children who learn to read have to understand that letters are symbols representing a sound in the language that symbols are grouped together to form words, and that words have meaning. Far more than learning to recite the ABCs or recognizing letters, this understanding allows children to match spoken words to written words. The concept that written letters correspond to spoken words is called the alphabetic principle. Children develop this as they learn to recognize and then print their names, as they look at alphabet books, as they explore the sensory attributes of magnetic or foam alphabets letters, writing classroom books, etc.

*Strategies to Teach Alphabetic Principles*

- When rereading stories to children, point out interesting and new vocabulary (“How many words can we think of to explain how the wind blows?”)
- Help children pick out words and sounds in their everyday world that begin or end alike. (e.g., use letter link, or give clues)
- Use common logos with which the children are familiar, (Wal-Mart, McDonald’s)
- Model writing throughout the day in a useful and purposeful way for the children. Children watch as the Teacher forms letters that make up the words, and she demonstrates how she sounds out the beginning letters.
- Have children use print to answer questions in their world. (Weather words)
- After repeated reading of books, take opportunities to point out how punctuation is used in the book. (Remember the first time children experience a story it should be for the joy of the story.)

Intentional teachers plan games and transition activities that use the initial letter of children’s names to make the use of letters meaningful. (Note: teacher writes letters in child’s name, points to the letters in a book or holds up the letters in children’s name as she sings, claps, etc. Games such as “Who can find this letter in the room?”)
Concepts about Print
During read aloud, the following concepts about print can be taught directly to children:
- Text carries meaning (we read words, not pictures).
- Reading of text goes from left to right, top to bottom.
- Text goes from the left page, then proceeds to the right.
- Letters are the black squiggles on the page.
- A word is composed of letters and is surrounded by white space.
- Punctuation marks inform inflection and meaning.
- A book as a front, and back cover, a title page, an author and an illustrator.
- A story has a beginning, a middle, and an end.

Teachers use the Morning Message Chart, big books, posters, sentence strips in pocket or velcro chart, songs, poetry, or any text that is large enough to share with children to reinforce print concepts. Here is an example of questions to ask children about print before a read aloud.
- Who can show me…..
  - Where the cover of the book is?
  - Which way is right side up?
  - Where I should start to read?
  - Where a word is?
  - Where the end of the story is?
  - Where a capital (or lettercase) letter is?

*Daily routine to support letter knowledge.
  - The children wear name badge/tag each day with their name and icon on the badge. (Icons may be removed in the middle of the year)
  - Each day a child will self-select own name or be the badge/tag distributor (giving each child their badge/tag) to wear during the day. This allowing all children to see others names besides their own.
  - Children will sign-in each day upon arrival – find their name and icon on a name card and write (or attempt) to write their name – in the middle of the year, icons may be removed
  - Children will go to the attendance chart – find their name and icon – put their name by the school for attendance (middle of the year – icons may be taken off)
  - Teachers will use name cards with icons for transitioning activities (middle of the year – icons will be taken off)
  - Literacy Link is a strategy used by Teachers to be more literacy (print) focused

In The Intentional Teacher, by Ann Epstein provides guidance on how to support child-guided learning and when to engage in adult guided learning.

- Be careful not to dominate when taking with children. Support more child than adult talk.
- Model active listening. Wait for children to form and express their thoughts.
- Get down on their level, make eye contact, repeat or clarify what they say to show you have heard them.
- Play games with verbal directions, such as Simon Says (but without winners and losers)
- Expand children’s verbalizations. (Repeat child’s words back in complete sentence)
- Support social play by providing props for role playing and pretending.
- Use open ended questions to encourage children to think and expand their answers
- When talking to adults, model good syntax and varied vocabulary.

In The Intentional Teacher, by Ann Epstein provides examples of how teachers can implement strategies to enhance children's early understanding and use of arithmetic:

- Use real objects when helping children work through arithmetic problems. For example, if a child is building a tower of three blocks, count them with the child, and ask how many blocks there would be if the child added two more to make it taller. Wonder aloud how many blocks would be left if the child made it three blocks shorter. The child can add or subtract the actual blocks and count the result to determine the answer.
- Pose challenges that build on children's interests. For example, if a child has drawn a picture of a dog, wonder aloud whether the child can draw a dog "twice as big" or "half as big."
- Encourage children to reflect on their arithmetic solutions rather than telling them if they're right or wrong. When children are stumped (though not yet frustrated) or arrive at erroneous answers, resist the temptation to give the answer or correct them. Instead, offer comments or pose questions that encourage them to rethink their solutions.

The Right Way to Teach Math to Preschoolers – Resource: ExchangeEveryDay 2012

Article from Francis Wardle talks about the right way and the wrong way to teach math to preschoolers...

Math standards during the early years will automatically focus on low level, rote skills: memorization, repetition, and adult views of math knowledge. What makes this most destructive is that young children are operating within Piaget’s preoperational stage, which means they cannot think logically.

"Math knowledge and dispositions are not created in a vacuum. Math is about manipulating things: objects, shapes, concepts, and relationships; reproducing and documenting the world; and constructing, building, and estimating. The Reggio Emilia philosophy and the Project Approach understand this clearly. Thus, teachers must provide a myriad of opportunities for young children to have direct, concrete experiences in the real world. What is the value of discussing the speed of light if you don’t understand light? Seeing snow accumulate day after day is a real way to understanding increase in quantity. Carrying a large boulder teaches about mass. Field trips, extensive classroom projects, exploration in nature, extensive use of the playground, observing the weather, etc., must all be central to our math curricula."

See Creative Curriculum Chapter 3: Mathematics p134 - 141
Health Activities
Healthy Habit activities are planned monthly along with the health education. The activity can be a tour to a local community health care center, role-playing with props in the classroom, reinforcement of daily routine of healthy habits, as well as materials added to the learning centers to promote an understanding of good health care. The children are taught the proper procedure (use soap, rub, rinse, dry) to wash hands and rules on when to wash hands.

Health activities in our classroom include:
-- routine handwashing & toothbrushing
-- daily movement & music with Choosy – MVPA
-- planned structured physical activities - MVPA
-- books about doctors, nurses, dentists, hospitals, etc.
-- puzzles about doctors, nurses, dentists, hospitals, etc.
-- inviting Health Professionals to our center
-- prop-boxes to stimulate children’s dramatic play, such as doctor/nurse bags, scales, etc.
-- community field trips to a hospital, dental clinic, health departments, etc.

Dental Education
Tooth brushing after meal service creates a desire in the children to have a clean and healthy mouth. The teachers make tooth brushing a part of the daily classroom routine and provide supervised and educational experiences for children. The tooth brushing activity will be limited to one child per sink in a classroom with 2 sinks.

Classrooms with only one sink, the teacher may choose cooperative children to share the space for tooth brushing. Each sink will be provided with a tooth timer to encourage brushing and to make tooth brushing fun. The teacher will use the tooth brushing time to individualize and teach proper brushing techniques.

Physical Activity – MVPA - IMIL
In the center-based program, the classroom routine will provide scheduled periods for (MVPA) moderate to vigorous physical activity to support the movement to stop childhood obesity. As part of our daily routine, children and staff move and exercise. Part-day classrooms will plan a minimum of 30 accumulated minutes per day and full-day classrooms will plan 45 accumulated minutes. (15 – 30 minutes at home with family)

Scheduled and planned indoor and outdoor activities include stop and go games, balancing, running, jumping, and other vigorous movements to enhance physical growth, stamina, and flexibility.

Children are encouraged daily to participate actively in games and other forms of movement that enhance the children’s ability to move in ways that demonstrate control, balance, and coordination.

Equipment to promote gross-motor skills will include, but not limited to, a balance beam, hoops for jumping, jump ropes, bean bag toss, scooter boards, a parachute, riding toys, balls, tumbling mats, walking cups, etc.

Group activities may include skipping, hopping, jumping, or group games.
**Nutritional Education – Go, Slow, Whoa Foods**

Nutritional Education will be on-going informally on a daily basis during meal time. The teachers will use each meal time to help the children develop good nutrition skills. The teachers will utilize the outdoor garden, **daily menu words**, books, and songs to promote the importance of healthy food choice. Teachers will avoid talking about likes and dislikes of food.

- Strategies to use when talking about food and questions to ask during meal service.
  - Talk about how foods taste, smells and feels.
  - Ask simple questions about his/her food.
    - What color is it? How does that taste? How does it smell?
  - Ask difficult question about his/her food.
    - Is an apple a fruit or a vegetable? What else tastes sweet?
    - Talk about where foods come from and how they are made.
    - Encourage children to describe food.
    - Compare sizes (big, little) and quantities (more, less).

The **Chef Combo Curriculum is now on the web**. The Chef Combo can provide teachers a variety of nutritional activities. Other resources include, but not limited to: books, pictures, songs, props, and field trips relating to food and its sources. Community field trips can include, but not limited to: bakery, grocery store, farm, plant nursery, cultural restaurant, etc.

**Mental Health – Emotional Support**

The **Second-Step curriculum** is used in our classroom to teach social-emotional skills. The approach and strategies suggested in the *Second Step: A Violence Prevention Curriculum* is modeled and used daily in our classrooms.

The Second Step program emphasizes understanding and dealing with emotions, expressing emotions in socially acceptable ways, thinking about social situation in accurate and constructive ways, and learning prosocial behaviors through practice.

Using the Second Step program, the children learn how to identify and distinguish their own feelings, using internal (muscle tension, heart beat, breathing) and situational clues. Empathy, emotion management, problem-solving, and independence is modeled through out the day during adult/child interactions.

**Safety Education - see Safety Training Guide**

Safety activities are integrated into the curriculum. Safety education topics includes, but not limited to storm/disaster, home safety, transportation/pedestrian safety, personal safety, gun safety, etc.

**Summer Curriculum for Full-Day Full-Year**

The summer curriculum emphasize “outdoors” with science and physical health.

The outdoor environment is arranged to provide many of the same learning centers provided indoors. The outdoor classroom should allow children to develop problem solving skills, to observe and compare, to sort, categorize and group materials, make predictions and draw conclusions, to develop communication skills, and to build self-esteem. The classroom study or projects, children’s work samples, etc. displayed in the classroom should reflect science and discovery.
The teachers should use the outdoor area as a literacy-rich environment where children can experiment with language, letters, and words:

- Play outdoor riddle games such as “I Spy”.
- Use nature materials as props for group storytelling.
- Read books about outdoor adventures.
- Practice letter writing with water and paintbrushes on the sidewalk.
- **Build a garden for children to observe and explore.**
- Take a letter walk to look for familiar letters on signs and walls.
- Invite children to label the outside environment.
- Write about the outdoor experiences in the daily journal.

Teachers will provide a **cooler of water** for children to drink throughout the day. Also use the **sunscreen**. Teachers can set up a “sunscreen depot” with a safety mirror where children lather up before going outside. The travel first-aid kit should be within easy reach of the outdoor activities.

It is the teacher’s enthusiasm in the sights, smells, sounds, and tactile experiences of the natural outdoors that truly “rubs off” on children. If teachers like to be outdoors, the children will too. Here are some tips to consider when implementing the outdoor curriculum:

- Celebrate nature – Show children the pleasures of a puddle, the surprise of a seedling, etc.
- Group Meeting – Gather children to discuss the rules and boundaries of outside activities. Invite them to suggest their own rules.
- Be Observant – Watch for children’s interests and curiosities and use them to expand and create more outdoor experiences.
- Be Flexible – Change a plan quickly if children are not engaged or interested.
- Expand your time frame – Allow plenty of “messing around” time for children to make the activities their own through explorations.

Teachers will need to look at their outdoor environment and see what can be easily changed or added. What can be brought out from inside? What teachers have inside can be moved outside.

- Water
- Blocks – washable type
- Art Easel & art materials – big brushes and mural paper
- Open ended props such as boxes, tubes, or crates.
- Growing Plants
- Old Sheets or strips of fabric to encourage creative thinking and problem solving
- A tablecloth or blanket for games or books.
- Self-Service water jug and cups for drinking

**Summer Topics of Study** should include Life Science:

- Explore Water – field trip to a pond
- Explore Shadows – field trip to a park
- Explore Plants – field trip to family garden / nursery / field
- Explore Bugs – field trip to a field/ park/meadow
- Build a Garden – field trip to a nursery
- Explore Worms – field trip to a worm farm
Summer Field Trips
The full-year program will plan a weekly walking field trip related to the planned study in consultation with parents. When planning a field trip, the teacher and parents should consider safety and appropriateness of the field trip for three and four-year-olds. See Safety Training Guide.

III. The Experiences through Which Children Will Achieve These Goals - 1304.21 (b) (1)

A curriculum is not just a collection of lesson plans and activity plans. According to Developmentally Appropriate Practice, the basis and ongoing process of emergent curriculum is observation of children’s interest, experiences, and activities. By carefully observing and listening to children, teachers get clues about their questions, knowledge, skills and interests. Planning after observation is focused on finding activities and materials that will lead children to sustain deeper interests and construct new understanding.

Emergent curriculum is dynamic always developing, never completely predictable. Emergent curriculum is not just “what happens, happens.” It is a highly structured as a teacher directed approach. The difference is that its structure does not come from preset curriculum plans, but from knowledgeable teacher responses to children.

Studies provide a method to support teacher organization and thinking around a particular topic. The best kinds of brainstorming and creative thinking can result when teachers are trying to web related ideas and activities to help children explore studies. Developmentally appropriate planning occurs as teachers identify and sustain children’s studies. The important component of the planning cycle is for teachers to learn about the questions and experiences that are interesting for the individual children within the classrooms.

C.I.R.C.L.E. 2002 Training – “Good Start-Grow Smart
(Center for Improving the Readiness of Children for Learning and Education

Classroom Charts used in our classrooms

- Classroom Rules Chart – promotes social responsibility and acts as a preventative for many behavioral problems.

- Classroom Helper Chart – allows children to experience responsibility, feel important.

- Classroom Birthday Chart – allows children to feel important, think about others, etc.

- Home/School Attendance Chart – provides a quick check of attendance, while providing an opportunity for increased attention to print, and math concepts.

- Daily Schedule Chart - a predictable day helps children find a way to learn and manage time.

- Message Chart – promote language development while providing meaningful print in the classroom.
- **Center Management System** – encourages children’s decision-making and critical thinking skills as well as fosters language development.

- **Feelings Chart** – allows children to label their feelings and to promote social responsibility.

- **The Letter Wall** – develops vocabulary that exposes children to a variety of concepts throughout the study.

- **Five-Minute Sign** – use literacy to remind children 5 more minutes of play. Use print to alert children that a transition is coming and that they should begin to end their play before clean-up time. This is a literacy-focused approach to have an assigned child walk around with a sign that reads “Five more minutes to play,” showing to each child.

- **Clean-up Sign** – use literacy for clean-up. Use print to remind children what they should be doing after the five-minute warning. Five minutes after all children have read the sign, another child is assigned to walk around with a clean-up sign. This approach will help children to start to associate reading text with finding out information and following directions.

- **Songs or Rhymes We Know Chart** – A list of songs or rhymes with icons on a chart as a resource for children and teachers to read and sing/chant during transitions.

**Purpose of Circle Time**

- helps children develop a sense of community.
- should occur 2-3 times per day.
- should last 5 - 15 minutes.

**Circle Time Activities include:**

- Welcome songs.
- Introduce activities or events of the day.
- Read Aloud, Daily News.
- Songs & Rhymes- Phonological Awareness Activities.
- Message Chart - print awareness.

**Purpose of Center Set-up**

- children socialize and learn by working in centers.
- centers are not a place to send children after you finish the “important stuff.”
- centers are a place for children to do the “important stuff.”
- staff moves from center to center interacting with the children
- small group (1-2) children work on skills during center time.
**Four Basic Elements of Each Center.**

1. Provide a variety of fun and purposeful activities.
2. Literary connection - to insure that children who do not choose to visit the library have an opportunity to read.
3. Writing materials - to insure that children who do not chose to visit the writing center have an opportunity to write.
4. Verbal communication with an adult or peer.

**Before dismissing to center areas**

- assign “play buddy” or name card with letter link symbol.
- review rules.
- introduce centers and new materials.
- explain and or review center activities.

**Before dismissing for home, a predictable closure:**

- ask children to share “center time” with others.
- use daily schedule as a guide to lead discussion of the daily activities.
- chose a few children to share their thoughts.

**DAP- Large Group Time**

Group time may range from 5 to 20 minutes, depending on the experiences of the children, and may go even longer as children participate more. Group time is planned to balance quiet listening with active participations.

**DAP - Show and Tell**

Show and tell activities help children gain skills in communicating, listening, and group problem solving. However, children should be encouraged, but not required, to show or tell. There should be no show and tell based on materialism.

**Go – Slow – Whoa (Menu Words)**

Menu Words promotes language development while providing meaningful print in the classroom. Menu words are written in large print on sentence strips with photo on the right. Menu Reporter will read breakfast or lunch menu during group time. The children will label if the food item is Go, Slow, or Whoa Food. Nutritional education is planned as a daily activity.

**Small Group (1-2 children) during center-time to individualize learning**

The teacher is selecting the children to help them practice specific skills, based on their individual needs or Outcomes. Children will have this kind of one-on-one or small group experience regularly with children who are not developing as expected. The teacher chooses 1-2 children to sit with the teacher to practice a skill using DAP for about five minutes. This small group usually forms during (center-time), but it is the teacher who forms the group and decides on how long the activity will last.

**Small Group after clean-up**

Another type of small group is part of PACT Head Start’s daily schedule when staff-child ratio is 1-6 or less. In this situation, which is also teacher directed, all children and adults in the classroom participate. Each staff member, including volunteers take a group of six or less children to a
separate area of the room, such as housekeeping, the book corner, the circle rug, or table. All children are actively engaged, practicing a particular skill (DAP) for about 10 to 15 minutes. Throughout the week, the teacher directed small group is rotated allowing all children to experience a different activity and skill.

IV. The Materials Needed To Support the Implementation of the Curriculum - 1304.53 (b)

The classroom setting for children 3 to 5 years old will offer at a minimum the following learning centers: Art, Writing, Computer, Library/Listening, Instruments, Blocks, Discovery/Sensory, Manipulative, and Dramatic Play. Wood Working activities will also be incorporated into the curriculum throughout the year.

The teacher labels the classroom in more than one language, if different languages are spoken in the center. We use different color for each language.

The learning centers will be arranged to support mathematics. The center management chart with numeral symbol will encourage children to count daily. The materials on the center shelves will be arranged by similar objects to encourage children to sort, classify, sequence, or categorize.

The unit blocks are standard equipment in a Creative Curriculum classroom. As children handle blocks, they learn about number, patterns and relationships, geometry and spatial sense, and measurement. They also develop problem-solving strategies as they plan, build, and assess their structures.

Letter Link System – High Scope approach for teaching letters and sounds
Letter links provide a way to introduce children to letters and letter sounds the moment they enter our classroom. Children begin to link letter names and letter sounds in comfortable and meaningful situations that don’t feel like drill and practice.

The resource book, “High Scope Letter Links: Alphabet Learning with Children’s Names” is available in the center resource library.

Print Rich Environment
The Classroom environment supports children’s emergent literacy. The print-rich environment pointed out by teacher and used with children, at child’s eye level, helps children understand that language, both written and oral, has a meaningful function. Environmental print needs to be changed regularly and referred to often, otherwise, children ignore it like wallpaper, and if it is changed too frequently, children do not have time to master the print. A balance is needed. (Literacy and the Youngest Learner – p 32)

Teachers add purposeful materials and writing tools to the learning centers to provide opportunities for children to write during play. (Example: measuring chart, making signs, sign-in sheet for taking turns, attendance, etc.)
Homemade classroom books, message charts, letter wall, environmental print, signs, charts, graphs, murals, community map, and labels enhances children’s literacy skills. The print should be bold, easy to read, and in lower case to facilitate literacy. Use shapes, pictures, words, etc. on shelves to help children and volunteers to return materials to the proper place. Place family photos, posters of buildings, books or magazines in centers that are appropriate to the activity taking place in that center.

The children’s art work, children’s names, photos of the children & families, etc. will be displayed at children’s eye level throughout the classroom in order to enhance self awareness.

**How to integrate diversity and culture into the curriculum**

The analysis of family data collected during the teacher’s first home visit is critical to the process in multicultural education. The data from our parent surveys will form the framework to help teachers establish the instructional content and processes for multicultural curriculum.

The *Child/Family Cultural Survey* and the *Language Acquisition Survey* is used to support the culture of each child and family. The information is used to individualize services and implement culturally relevant programming in the classroom. This information is documented on the *Classroom Lesson Plan*.

According to the Anti Bias Curriculum, the knowledge to be built in multicultural teaching includes concepts about oneself and others in the context of diverse society. Parents and other community members need to be regularly involved in the classroom, and not just on special occasions.

The classroom environment is another area to examine. Learning is not limited to what the teacher presents or asks the children to do. It also includes messages sent by the classroom environment. Therefore, it is necessary to detect the kinds of messages sent to the children through such media as pictures, manipulative, and literature. The anti-bias approach believes that the environment is a powerful knowledge-building instrument, so the first step to multi-cultural education is the classroom and center environment.

A tourist approach to multicultural education looks at culture as a visitor does when traveling to another country by focusing on the folklore, the exotic, and the historical aspects .

**Guidelines for Avoiding a Tourist Approach to the Curriculum**

- Connect cultural activities to individual children and their families.
- Although cultural patterns are real and affect all members of an ethnic group, families live their culture in their own individual ways.
- Connect cultural activities to concrete, daily life.
- Explore cultural diversity within the principle that everyone has a culture.
- Have cultural diversity permeate the daily life of the classroom through frequent, concrete, hands-on experiences related to young children’s interest.
- Avoid the editorial “we” when talking to children about culture.
- Explore the similarities among people through their differences.
- Begin with the cultural diversity among the children and staff in your classroom and then focus on the diversity of others.
If the children in your classroom or center have little exposure to diversity, the best decision may be to use the methods other than holiday activities to broaden their perspective and reinforce the concept of similarities and differences.

In a fairly homogeneous classroom, it is critical to expose children to different cultures and ethnic backgrounds. Teachers will need to use the diversity that is in the community. There will be differences in any group of children or adults, even in seemingly homogeneous groups. Children will look somewhat different, live in a variety of homes, have different family configurations, like to do different things, and celebrate the same holidays differently. Build discussions and activities around these aspects of their lives to talk about similarities and differences.

Children’s books are useful to introduce similarities and differences. Look for stories about characters who are different from the children in your classroom in appearance or family structure.

**The NAEYC recommended approaches to multicultural teaching.**

1. Anti-bias approach. This curriculum is developed by Louis Derman-Sparks. Experiences are designed to foster tolerance and fairness.
2. Thematic/Study teaching. This approach builds curriculum experiences based on a topic that appeal and are meaningful to young children. This approach provides for integration of multicultural content through topic selection.
3. Cooperative learning. This strategy and instructional approach allows children to work together on projects.

Sonia Nieto (1992), cited by “Teaching Young Children in Multicultural Classrooms,” considers that becoming a multicultural teacher means becoming a multicultural person. She also states that to become multicultural, you must be re-educated in three specific ways.

1. Knowledge. Learning more about pluralism and how it is reflected in people and in our interactions.
2. Honest assessment of our own biases. Accepting that we all hold biases, sometimes very well hidden inside ourselves.
3. Ability to view reality through myriad perspectives. Learning to approach reality from more than one way.

Teachers help by focusing on the people in the child’s world of today, not a historical world. The goal with preschoolers is not to teach history, but to expose them to differences and similarities.

According to Anti-Bias Curriculum, it is inappropriate to emphasize the exotic difference between cultures, creating a greater sense of separation, rather then helping children appreciate similarities and differences.

Teachers must become sensitive to opportunities to help children move from discomfort or prejudice to what is new or unfamiliar to them, knowing how to gently challenge ideas that could lead to bias development. Teachers intervene immediately with explanations that are appropriate to children’s developmental levels, not ignoring either questions or discriminatory behavior.
Unsupportive practice according to Anti-Bias Curriculum and NAEYC

- Teacher respond with discomfort to children and families whose racial/cultural backgrounds or family structure are different from their own
- Teacher fail to challenge, and help children challenge, biased remarks or actions in the classroom
- Teacher provide stereotypical materials, that do not convey respect for diversity
- Teachers offer a “tourist approach” that treats other cultural groups as if they were exotic and actually emphasize differences.
- Teachers ignore children’s cultural and linguistic backgrounds and other individual differences or treat them as “deficits to be overcome.”

Teachers can invite diverse individuals into our classroom as guest or volunteer. A volunteer who signs or uses cued speech can teach some basic communication skills to use with the deaf.

Easy to Make Multicultural Play Dough

4 cups corn starch 1 cup salt 1 ½ to 2 ½ cups water cocoa

Mix all the ingredients. The amount of cocoa to add will depend on the skin colors you want to make. Cook in microwave, until it thickens. Remove from microwave. Cover the pot with a wet paper towel. When cool, knead for about 5 minutes, working on a surface covered with waxed paper. When making objects, allow time to dry before painting.

Easy to Mix and Make People Colors with Paint

Mix brown and yellow and white in this order. Use brown as the base and lighten with yellow and white. Experiment and share with others.

Holidays – from “Celebrate, Anti-Bias Guide to Holidays”
Introducing family holidays from the Child/Family Cultural Survey that is important to children and their families communicates respect and a commitment to be inclusive in classroom practices. Including these holiday activities in the curriculum will provide an avenue for other children and adults to learn about these important events.

Note: See Head Start Standard (1304.21 (a) (1) (iii)) – Holiday Policy

Lending Library

The classroom lending library check-out system is explained to parents during the first education home visit. (see Parent-Teacher Agreement form) Parents & children are encouraged to borrow a book each week. Parents are encouraged to read to their child and to document their time on the Inkind Record Report. Children’s library books will be available and offered weekly, beginning in October.

Teachers receive their classroom lending library kit, containing children’s books and inventory from their site supervisor. The teachers inventory the classroom books, prior to using the books. If books are missing from the classroom library kit, the teacher completes the Lost, Broken, Stolen form and
contacts the supervisor. The lending library kit is exchanged (mid-year) date is on the curriculum timetable to enable children and parents to check out a variety of books.

The teacher is responsible for the classroom check-out system. The teacher should discuss with each family the rules and guidelines for borrowing books.

The site supervisor will update the lending library kits twice per year with replacement books.

**Parent-Child Activity, Prop-Box, and Inventory**

One night per month, the teacher provides hands-on learning experiences and opportunities for families to get together with their children at the center. The classroom teacher explains to parents the goals and objectives of the Creative Curriculum learning experiences. Directions and materials needed for each activity is planned for the teachers.

The Parent and Child Activity follows the Interest Areas listed in the Creative Curriculum for Preschool. A large tub, located in a central location, contains consumable and non-consumable supplies for each activity. The consumable supplies are replenished at the end of each program year. The non-consumable supplies may be used and stored in the classroom before and/or after the planned parent-child activity. The consumable and non-consumable supplies are inventoried at the end of each program year by the site supervisor and teachers.

The teacher in charge will prepare the environment for the planned parent-child activity. The families will be asked to complete an Adult-Child Activity Response Sheet. The completed Adult-Child Activity Response Sheets are forwarded to the Parent Involvement Coordinator.

**HS Classroom Inventory**

Equipment, materials, and resources assigned to each classroom are listed on individual classroom inventory. The classroom inventory is updated by the teacher in January. The inventory is used to order replacements.
HS Curriculum Planning
A curriculum is not just a collection of lesson plans and activity plans. A good curriculum is a written plan that looks at each child’s goals and objectives, arranging the environment, interacting with children, as well as using strategies to observe and document learning.

Planning a DAP curriculum involves a cycle of teacher activity that includes:

- Observation and note taking
- Assessing children’s progress toward specific developmental goals and objectives
- Observing to learn children’s interests
- Identifying strategies, materials, and experiences that will support children’s progress
- Observing to evaluate the effectiveness of the lesson plans
- Starting the entire cycle over again

The CB- Lesson Plan - FORM
The Lesson Plan documents the class time, routine, and classroom materials planned for the week. The copy of the Lesson Plan is due to Supervisor for review, prior to implementing in the classroom.

Activity Plan - FORM
The Activity Plan contains children’s names, so the Activity Plan will not be posted in the classroom. The individualization begins after the developmental screening is scored. The copy of the Activity Plan is due to Supervisor prior to implementing in the classroom.

A good lesson plan documents what actually will happen each day. It documents all domains of learning, (language, literacy, math, science, physical health and development, creative art, etc.) A good lesson plan will show the individualized teaching that occurs each day, which children were involved in individualization, and whether the activity was spontaneous or planned.

To document that every child receives individualized attention, the teacher note each child's name next to the objective on the classroom Activity Plan. Because teachers are responsible to meet the needs of all children, every child's name should be somewhere on the Activity Plans by the end of each month. In this way, the teacher will ensure that over a three week period, every child receives one-on-one attention through an activity based on the child's needs. The teacher repeats the process, continuing the individualizing cycle throughout the year.

*Literacy Link (print awareness) is documented on the Activity Plan. This means every activity planned on the Activity Plan has some connection to developing print awareness. Literacy Link is planning for print awareness throughout the day. The goal is to help teachers plan an integrated literacy curriculum by putting print awareness at the foundation of everything they teach.

Teachers need a strong understanding of young children and literacy. By weaving print awareness into the curriculum, the teachers provide children with solid beginnings for literacy success.

Examples:  Drawing of self – dictation written on paper by teacher
Reading: The Three Pigs – point to title
Count twigs – write numeral on language easel or chart paper
**Anticipatory Web or Teacher’s Planning Web**

Webbing is brainstorming about where a particular exploration might go and listing the potential related connections that could be made. PACT’s webbing centers on key questions or concepts to be learned, such as: What is..., Where do..., How do..., Why.... Next, the teacher plans activities to help children understand the concept and to answer the question in a meaningful way.

One thing leads to another, one ideas to the next, like a big spider web. A web always include more possibilities than can be followed before other interests move the curriculum into other directions, as well as ideas that are ruled out due to lack of interest, lack of appropriateness for a particular group, or lack of appropriate resources or experiences.

The functions of the web are not to create an elaborate set of teacher planned activities or the curriculum plan for the month. The web serves as a starting place for teachers to focus their thinking.

The web represent the teacher’s thinking about developmental learning or concepts as well as the potential activities and materials listed on the web. This is an important way for teachers to negotiate between following the children’s interests while ensuring that they are supporting their progress toward the defined learning goals and objectives.

Teachers must be realistic when setting expectations. Teachers must consider:
- What is developmentally sound for the group?
- What is meaningful to the group?
- What constitutes the children’s prior knowledge?
- What is culturally relevant to children?
- What is relevant knowledge versus what is trivial? (e.g., coloring eggs vs. learning about eggs.)

I. Select the topic of study.
   A. List what concepts you plan to teach.
   B. List meaningful activities to teach the concept.
   C. Add activities to infuse activities related to self or family.

II. Review the classroom profile of children using the cultural survey and look for the traits that are descriptive of cultural diversity (ethnicities, religion, languages, social class, and exceptionality).

III. Begin first by incorporating those characteristics that are found in your classroom and then consider those of others.

**Using The Weekly Planning Forms**

The Lesson Plan and Activity Plan help teachers to implement the curriculum and individualization in a manageable way. The Lesson Plan provides the time structure for the daily routine and to document equipment & materials related to the topic of study. The Activity Plan is used to plan individualized activities that will help children gain a deeper understanding of the topic.

The *Anticipatory Teacher Planning Web* is used only at the beginning of a new study. The web is used as the anchor for the study and may be used for many weeks. The web assists teachers in evaluating the worthiness and practicality of a topic.
During a study or unit, some children may not be interested in the topic. Teachers may want to plan several separate strands of interest at the same time. Examples: adding new materials to the writing and block areas.

The classroom environment should be designed so that children can discover what interest them, rather than having to study what everyone else is working on.

Teachers may adjust the weekly plan to accommodate the children’s changing needs and interests. Those changes should be documented on the Lesson Plan and shared with families as appropriate.

Evidence of a study is posted for children and families to view; children’s artwork reflects what they’ve learned, resources about the topic are readily available in the classroom; and some of the interest area activities and materials are related to the topic of study.

Select topics that are more concrete than abstract and involve many first-hand, direct experiences with real objects that children can manipulate. Select topics that related to children’s interests and prior experiences.

**Begin each study by asking and charting children’s prior knowledge about the topic and end the study by charting what children have learned about the topic.**

Things to consider when selecting a Good Study Topic: See Creative Curriculum p191.

1. Can you connect with children’s prior experience?
2. Will you be able to revisit the field site several times?
3. Is the topic worthy to study?

**Steps in Planning a Study – from the Creative Curriculum Framework**

Step 1 **Select a worthwhile appropriate topic.**
Choose a topic for a study that will hold the children’s interest and has meaningful content worth knowing.

Step 2 **Create an anticipatory planning web** of (concepts) important ideas.
Use an anticipatory web to list concepts. List the concepts that describe the important ideas you hope children will learn. For example, in a study about insects, the concepts might include how insects move, what insects eat, where insects live, or how insects help us.

Step 3 **Record the activities or strategies** that will help children gain a deeper understanding of the topic under each concept on the web. Determine how content knowledge and process skills can be learned through this study. Connect the objectives/standards on the back of web.

Step 4 **Discuss the study topic with children.** Begin each study by asking questions.
Use the KWL chart or webbing. Find out what understandings children already have. Ask children what they want to know about the topic and make a list of their questions.

Step 5 **Involve families as active participants in the study.**
Inform families of the proposed study topic and ask for involvement. Send the *Family Involvement with Classroom Study* letter. Encourage parents to discuss the topic at home.
with their children and to share any expertise they might have with the class.

**Step 6 Use the classroom lesson plans to record materials and activities.**
Think about how children might investigate this topic in learning centers and group time activities. Record only the activities or strategies that will help children gain a deeper understanding of the topic. For example, in a study about cars, children will learn more about the topic by building a dashboard out of recyclable materials than by sponge painting car shapes on paper.

**Step 7 Assemble relevant materials and resources.**
Think about what children need to conduct their investigations. Bring together the necessary research tools (books, materials, and technology) and arrange for field trips and invite experts to support children’s learning.

**Step 8 Facilitate investigations.**
Plan for a Field Experience. Provide clip boards with pencil for sketching. String to measure, if applicable. Divide children into small groups to investigate particular research questions. Use open ended questions to encourage further discoveries. Observe how children are investigating and suggest additional materials and resources.

**Step 9 Document findings during group time.**
Encourage children to document what they have learned by making representations (drawing, writing diagrams, maps, graphs, collections, constructions, etc.) and displaying them around the room. Other ideas: child-made books, murals, clay models, exploring real objects. Raw documentation is on-going unfinished children’s work.
Teacher’s Anticipatory Planning Web
1. Select a Topic  
2. Web Concepts, then list hands-on activities

Activities
- How big is our school building?
- Who works at school?
- What will I do at school?
- How do we celebrate at school?

School

Activities
- Tour center
- Meet staff
- Count and Graph staff
- Draw the cook

Activities
- Vote – size of rooms – big vs small
- Sequence by size of classrooms
- Measure hallway with children
- Look for shadow of our school

Activities
- Graph – birthdays
- Graph – special events
- Chart Favorite Food
- Potato Print family

Activities
- Make a Community Map with landmarks
- Draw a map
- Graph – who is close/far from school

Activities
- Find my Name/Cubbie Attendance Chart
- Daily Schedule
- Rules – Stop Light Sign In
- Helper Chart
- Tour Center
- Graph - Ride/Walk/Bus Safety Drills

Field Trip to: tour of building

Community People:
- Janitor

Family Inv. Letter: What can we do to make our classroom feel like home?

Male Involvement Activity:
- Invite a male college student

Home Link Activity
- Ask parents to draw their favorite lunch when they were in school.

Vocabulary Words
- Home, School, Block Area, Dramatic Area, Library, Art Area, Discovery Area, Rules, etc.

Materials Needed:
- Staff Photos
- Attendance Chart
- Center Labels
- Name Tags
- Rules/Feelings Chart
- Helper Chart
- Sign-In Sheet
- Birthday Chart
Field Trips
A minimum of one mini field trip is planned by the teacher per month, during the program year. When planning a field trip, the teacher and parents should consider safety of the children and appropriateness of the site for three and four-year-olds.

Prior to the planning of field trip by bus, the teacher must consult with Parent Involvement Coordinator to ensure that transportation is available for that day & time.

The Field Trip should extend and reinforce the classroom topic of study. The planning of the field trip is written to follow the classroom schedule and to enhance learning with hands-on experience. A minimum of 45 minutes of unstructured play should be included after the field trip.

Field Trip Plan is posted on the classroom door for parent information. A copy of the Field Trip Plan is forwarded to the Supervisor for review, prior to the field trip.

NOTE: If the field trip is planned to a location that is not listed in the Field Trip & Resource Guide a prior approval from the supervisor will be required. A new field trip location is forwarded to the education coordinator to be added to the Field Trip & Resource Guide.

The teacher and parents are encouraged to use the Field Trip & Resource Guide and to look within their own community for educational field trips. The Field Trip & Resource Guide is updated at the end of each year with new information and input from teacher and parents.

Field trips to farms, fire station, vet, hospital, nursing home, plant nursery, grocery stores, ethnic restaurants, post office, and other businesses are enjoyable as well as providing the child with information about his/her community. The teacher should plan in advance with personnel at the field trip site to ensure that the field trip is appropriate for three-and four-year-old children.

After the field trip, the teacher will complete the attendance section and attach the Field Trip Permission forms. The completed Field Trip Plan with Permission Forms attached will be submitted to the supervisor.

In February, during parent meeting, the teacher will discuss options for the “End of Year” Special Field Trip using the Field Trip & Resource Guide. At the March parent meeting, the parents vote on the field trip. The end of year Field Trip may be scheduled anytime during the last month of program year.

The written Field Trip plan will include the meeting/pick-up location, eating location, visiting location, travel time, activity schedule, etc. The written plan will need to list the complete name and address of each destination. A back-up plan will be written in case of inclement weather.
The Request for Field Trip Fund

The Field Trip Plan and Request for Event Pay form is forwarded to the site supervisor for approval. The site supervisor will forward a copy to the fiscal officer.

NOTE: If money is needed before the field trip date, Staff is responsible to make sure the Request for Event Pay form is complete, approved, and turned in before the pay week of field trip date.

After the field trip, the bottom half of the (original) Request for Event Pay form is completed by the teacher and forwarded to site supervisor for approval. The teacher is responsible for obtaining receipts for all costs relating to the trip. (example: receipts for food, parking, roller skating fees, etc)

The supervisor is responsible for seeing that all bills and advances are paid and that proper documentation is obtained, prior to forwarding to Fiscal Officer.
Strategies for Language and Literacy Rich curriculum

- Use print daily - write a New Word in print with icon.
- Use daily Message Board – Question of the Day.
- Use finger or pointer to track and read title of big book.
- Add a rhyming word to the Rhyming Tree daily.
- Sing rhyming songs and silly sentences.
- Read a Nursery Rhyme daily.
- Clap out name syllables or count words in sentences.
- Student of the day - look for letters in leader name.
- Name letters as child signs-in
- Point to letters in book titles, song titles, etc.
- Look for letters during wait time - transitions.
- Collect and make Environmental Print Book

Children need to have a solid understanding of the sounds that go along with letters in order to read. The High Scope Letter links Resource book provides a way to introduce children to letters and sounds the moment they enter our classrooms. Children begin to link letter names and letter sounds in comfortable and meaningful situations that don’t feel like drill and practice.

Rhyming is one of the last auditory discrimination skills (the ability to differentiate between and among letter sounds) that an emergent reader develops. In fact, rhyming is not an ability that is automatically acquired – it is a skill that must be taught. If a child cannot rhyme, it may be because no one ever explained to him what the word “rhyme” means.

See below for a supplemental list of rhyming words.)

bat, cat, rat, sat, fat, splat
day, play, say, way, clay
king, sing, fling, thing, wing
chop, drop, hop, shop
gate, plate, late
cake, shake, flake, take, make, awake
ice, mice, nice, rice
drip, ship, lip, slip, trip, snip
can, man, pan, tan
cap, map, flap, tap, gap, lap, nap, rap
**Rhyming skills develop in three stages.**

**first stage** - knowledge and awareness of different nursery rhymes

**second stage** - awareness of rhymes in words. Child begins to listen and figure out which words rhyme.

**third stage** - able to produce words that rhyme. Child is able to rhyme cat with hat.

It is very important that young children are given many opportunities to play with sounds and words. Learning about rhymes is an important part of young children’s early literacy development. Rhyming skills are one of the earliest and most important milestones in a child’s path to become a reader.

**Nursery Rhyme** – The teacher says the sentence from the nursery rhyme and the children repeat it multiple times. The teacher repeats the previous days’ line to build on the nursery rhyme.

Ex. Monday – Roses are red
    Tuesday – Violets are blue
    Wednesday – Sugar is sweet
    Thursday – And so are you
    Friday – Roses are red, Violets are blue, Sugar is sweet, and so are you.

**Print Rich environment** - is used as resources and references to enhance literacy awareness in young children. The charts, posters, artwork with children’s dictations, signs, labels, will be displayed at the children’s eye level.

**Phonological awareness** - awareness of the sounds (phonemes) that make up spoken words. (rhyming, alliteration, word segment & sentence segment, syllables, onset-rime, etc.)

- **rhyme** - a similarity of sounds of two or more words
- **alliteration** - the repetition of initial sounds in words. (Berry Botter bought some butter”)
- **segment** - to pull apart phonemes in a spoken word
- **onset** - the initial consonant or consonants in a word (for example, the c in cat)
- **rime** - the remainder of a one-syllable word when the onset is removed (for example, at in cat)
- **blend** - to say the sounds in a word in a fluid way so the word is recognized and spoken as it is hear in everyday speech.
- **Manipulate** - to add or delete a particular phoneme or phonemes in a spoken word.
- **phoneme** - the smallest unit of sound in a spoken word

Segmenting – The teacher says the whole word. The children repeat the word and use hand motions to chop the word into phonemes. Ex. T: knee /n-ē/ C: clap-clap

**The Phonemic Awareness Process:**

- First, the child learns to recognize the initial sound – the sound of the first letter in a word.
- Next, he will recognize the final or ending sound in a word.
- Sometime during this process, he will begin to recognize the middle sound.

An example of this process using the word “cat” would be as follows: first: /k/ which is the
sound of the letter c; second: /t/ which is the sound of t; third: /a/ which is the short vowel sound of the letter a.

**Phonics** – is not appropriate for preschool children. Phonics implies more the set of rules for pronouncing letters and letter combos, while phonological awareness is more the ability to distinguish the sounds.

**Pre-Math** - Before children can add or subtract, young children need to develop early math skills. These skills fall into four categories.

1. Classification - the ability to group objects that share common characteristics
2. One to one correspondence - the ability to match objects that belong together.
3. Serration - the process of ordering items in a sequence by size, sound, texture, or other attribute
4. Counting - the ability to name numbers in order

**Children develop through 3 Quantification Stages before counting meaningfully**
- Global Stage: Child takes a handful and gives to adult.
- One to One Correspondence: Child counts and matches the number of objects requested.
- Counting: Child decides on how many and counts out quantity requested.

**Cardinality** - The child has the ability to understand that the last number counted represents the total.

**Creative Art** - Art is an essential part of the curriculum
- Art teaches children to think and remember through pictures.
- Art teaches children to evaluate themselves.
- Art teaches children to be creative and innovative.
- Art teaches problem-solving skills. Choose the colors they need.
- Art helps develop self-esteem. Gives children complete control
- Art helps children deal with their emotions and their world.
- Art allows student who are not traditional academic learner to succeed.

**English Language Learners**

**The Developmental Period for Learning English**
- The continued use of the home language
- The silent or nonverbal period
- Sound experimentation and use of telegraphic speech (e.g., the use of a few content words as an entire utterance such as when a child responds to "What do you want?" with comments such as "crackers," "book," or "airplane") in the new language
- Productive use of the new language.
Language strategies such as pairing new words with gestures, pictures, and cues; commenting on things a child does; expanding and extending upon children's words; and repeating what children say have been found to be effective in young children's successful acquisition of a new language.

**Points to Remember**

- The time it takes to learn a new language may vary from child to child depending on the child’s age, motivation, knowledge of the first language, personality, and exposure to the new language.
- The developmental period for learning English is fairly consistent across young children and includes: the continued use of the home language, the silent or nonverbal period, sound experimentation and use of telegraphic speech in the new language, and productive use of the new language.
- Families can teach us about their children and about the families cultural, ethnic, and linguistic backgrounds.
- Teachers and other caregivers will want to individualize instruction, because even two children from the same culture might show different patterns in learning English as a second language based on factors such as experience and personality.

**Things to Do**

- Early childhood settings should be supportive and safe environments in which children can use their home language and learn a new language.
- Have a plan to promote meaningful participation and the inclusion of second-language learners in classroom routines and activities.
- Build upon what children know and engage them in situations that at the beginning may not require them to give specific responses (e.g., low demand situations).
- Use language strategies such as pairing new words with gestures, pictures, and cues; commenting; expanding; and extending upon children’s words; and using repetition to support young children’s acquisition of a new language.
Definitions:

Projects - Involves children in making decisions about the selection, investigation and how to involve children intellectually to a greater degree. Projects may not involve all children. Some children may not be interested the project.

Study or Thematic Teaching – This is a developmentally appropriate strategy that facilitates integrated teaching. It is defined as a “a student-centered, coherent, and holistic approach to learning through the study of broad themes rather than compartmentalized subject areas. Developed around the topics that are of interest to children, the theme studies present an opportunity to create a curriculum that addresses the reality of the classroom. Theme-based studies take the form of projects. Theme-based studies are active investigations when children are involved in decisions. Areas of study in thematic teaching originate from the children’s interests. However, the teacher can also introduce topics when they are based on the children’s needs identified through the teacher’s observations.

Weekly Themes – Activities on a topic or subject the Teacher considers important for the children to know. The Teacher has a clear plan about what concepts and knowledge he wants the children to learn. Children may not respond if they are not interested.

Concept - an idea you want children to explore or to understand. From concepts you can write and achieve many objectives through hands on activities.

Objective - what you want the child (ren) to do. Objectives need to be measurable so you can evaluate child’s progress.

Individualization - teaching according to children’s ability and interest. To find out about children’s ability and interest, we observe and record children’s special interests and developmental progress. This is the basis for appropriate curriculum planning.

Observation - watching to learn, watching children with the purpose of trying to understand what they are feeling and experiencing on the inside.

Open-Ended Questions Stimulate Thinking - Open-ended questions help children to think through their experiences and verbalize their understandings and feelings; they do not have a right answer; they are structured so that all children can respond; they lead children to respond thoughtfully.

To stimulate children’s thinking try some of these open-ended questions:

How do you think...........?
Do you have an idea how......?
How is this different from....?
What will happen if.....?
What can we do instead....?
What might happen if....?
Tell me:   ---all you can remember.....---all you know.....—all you learned.....—what you saw.....
Additional Approaches to Multicultural Education


Approaches to Multicultural Education

- Banks’ four levels to integration of multicultural content into curriculum
  - contributions approach – add MLK, Food, or Holidays to curriculum
  - additive approach – plans curriculum around ethnic topic
  - transformational approach – reconstructs curriculum for older children
  - social action approach - older children solve social issues

- Sleeter and Grant’s typology of practice
  - Human relations – social harmony & using accurate portrayal of society
  - Multicultural education – similar to anti-bias curriculum
  - Social reconstructionist – similar to anti-bias curriculum

- Derman-Sparks’ anti-bias approach to multicultural education
  - Children’s cultural realities, experiences, behaviors and interest.
  - Families interest, beliefs, and concerns for children.
  - Societal events, messages, realities that surround children.

- Frances Kendall’s model for early childhood multicultural education
  - To teach children to respect others’ cultures and values
  - To help all children learn to function successfully in a multicultural, multiracial society.
  - To develop a positive self-concept in those children who are most affected by racism.
  - To help all children experience in positive ways both their differences as culturally diverse people and their similarity as human beings.
  - To encourage children to experience people of diverse cultures working together as unique parts of a whole community
References