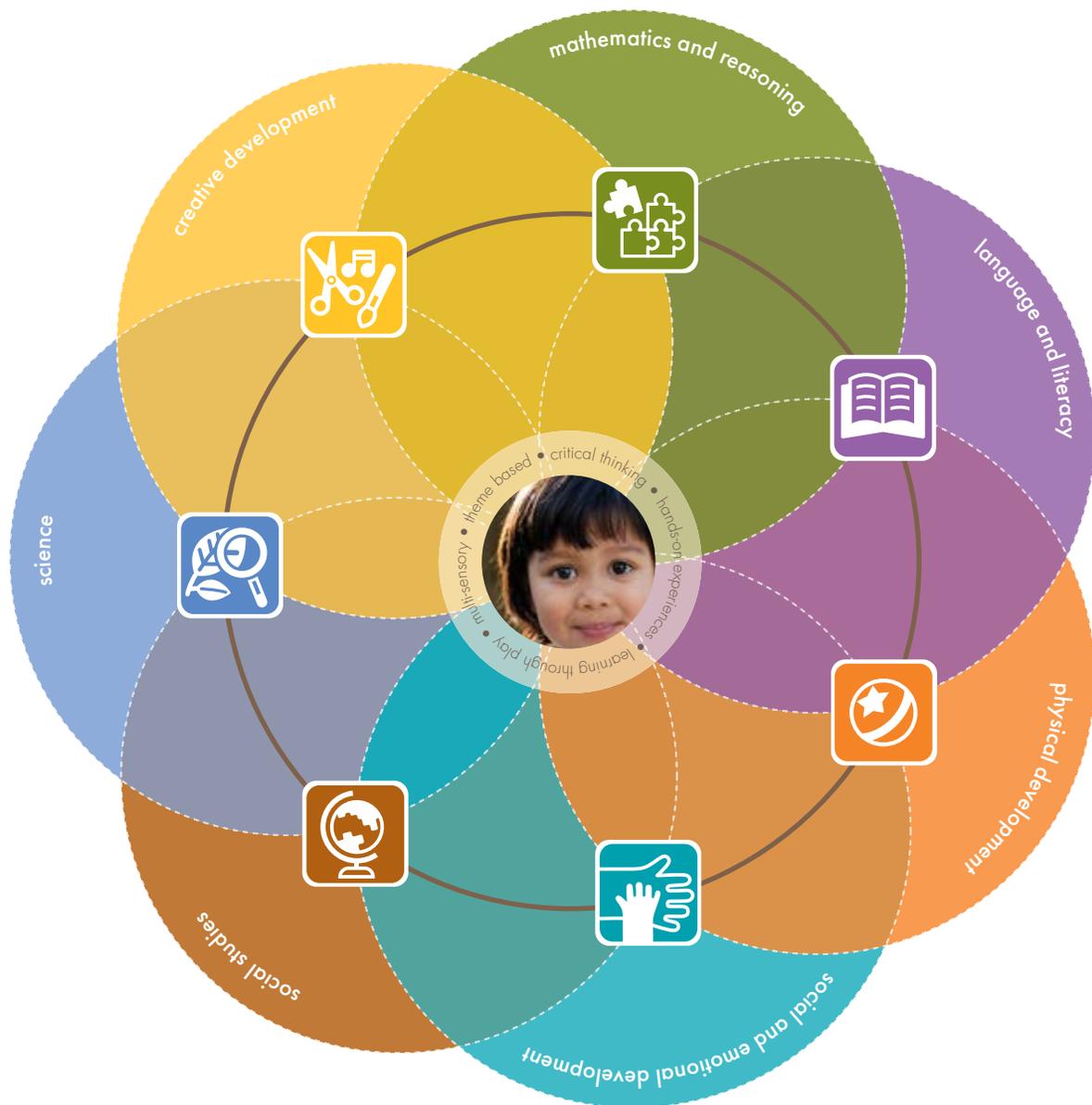


Curriculum Framework



Curriculum Design 2	Routines 56
Applies the latest research and theory into practice 4	Balance teacher- and child-initiated activities 58
Supports the development of 35 skills6	Allow time for individual, small and large group learning 60
Shows the interrelationship between domains of learning 8	Encourage a sense of belonging 62
Exposes children to a diverse range of thematic, real-world studies 10	Use questions and reflection to link learning 64
Connects skills with themes 12	Use music and fingerplays to create smooth transitions 66
Organizes, links and extends concepts through the use of theme webs 14	Link unplanned teachable moments to planned experiences 68
Arts-Infused Model 16	Assessment 70
Provides a stage for creative play and learning 18	Observe through authentic strategies 72
Stimulates the senses 20	Record observations over time 74
Promotes inclusion of all children 24	Make learning visible and informs planning 76
Individualized Instruction 26	Use technology to organize and share documentation 78
Incorporate child’s interests and inquiries 28	Family Connections 80
Adjust to a child’s developmental level 30	Extend learning from school to home 82
Embrace various learning styles 32	Incorporate family values, cultures and traditions 84
Is culturally responsive 34	Professional Development 86
Is linguistically responsive 36	Demonstrates how to embed theory into practice 88
Environment Design 38	Supports reflective practice 90
Allows for quiet and active exploration 40	Establishes learning communities 92
Encourages choice and independence 42	Full Development Continuum (Appendix A) 94
Leverages indoor and outdoor learning opportunities44	References 98
Stimulates skill-based learning 46	
Adapts to be developmentally appropriate 50	
Uses technology to support discovery and learning 52	
Reflects diversity 54	



Curriculum Design

Experience Curriculum is a comprehensive curriculum that is based on the latest research in the field of early childhood education. Experience Curriculum is intentionally designed to support the development of skills across eight domains including:

1. Social-emotional
2. Physical
3. Language and Literacy
4. Math and Reasoning
5. Science
6. Social Studies
7. Creative Development
8. Second Language Acquisition

Activities, projects and extended learning experiences are intentionally planned to invite children to explore their own curiosities while encouraging them to naturally apply multiple skills throughout the learning experience. With Experience Curriculum, educators frame experiences around thematic studies to help children link past and new knowledge within a playful story platform. Thematic studies reinforce real-world connections and help children learn about themselves, their families, diverse communities, natural habitats and how they fit within the big, beautiful world.

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Applies the latest research and theory into practice

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Experience Curriculum is grounded in child development research and shaped by constructivist learning theories. Experience Curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child's interests and cultural background, and then adapt suggested activities and experiences to best connect with the child's strengths, needs and interests. Theories that guide our approach to curriculum design include:

- **John Dewey's Research:** Children learn best when they interact with the materials and world around them. Curriculum should offer structure while embracing the unique interests and abilities of the children.
- **Urie Bronfenbrenner's Ecological Systems Theory:** Various environmental systems influence the development of an individual.
- **Jean Piaget's Developmental Stage Theory:** Children are active learners and the way they understand develops as they interact with the world around them.
- **Howard Gardner's Theory of Multiple Intelligences:** Intelligence is represented in various, sensory modalities. Teaching content should employ the use of diverse methods, such as music, art, social, and nature-based experiences, to support learning amongst children who favor different intelligences.
- **Brain-based Learning Theory:** The brain develops over time by making connections between past and present knowledge. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling. Learning is enhanced by challenge and inhibited by threat.
- **R.N. Emde and Louis Sanders on the Importance of Relationship:** The child-caregiver relationship is central to development. The research highlights the role of the caregiver's personality in child development.
- **Barbara Rogoff on Culture:** Child development is shaped by the culture and the community goals and expectations. Educators must seek to understand their own culture as well as the culture of each child's family.

For more information on other theorists and research that forms the research basis of Experience Curriculum, refer to the Experience Early Learning Research Foundation.



Supports the development of 35 skills

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Experience Curriculum supports the development of 35 skills across 7 domains of learning. An eighth domain features an additional section to outline the learning goals for children who are in the process of acquiring a second language. Each skill includes a set of observable learning goals.

We believe child development is a dynamic and gradual process. Experience Curriculum uses open-ended activities that can incorporate the diversity of children's skill levels. (Read more in Individualized Instruction, pp. 26-35.)

The Experience Early Learning Developmental Continuum outlines a series of observable benchmarks for each skill from birth through age eight. Throughout the curriculum, we identify which skills the activity may trigger and model how to scaffold activities and support a child according to his or her zone of proximal development (Vygotsky, 1978).

See Appendix A: A Developmental Continuum of Skills

The Experience Curriculum System supports the on-going growth and development of children along the Experience Early Learning Developmental Continuum of Skills with sequenced benchmark indicators from birth through level 8. Experience Curriculum System includes the Experience Baby Curriculum, Experience Toddler Curriculum, and the Experience Preschool Curriculum. Each curriculum program is written to support a child's development of the 35 skills along 2 developmental benchmarks within Experience Early Learning Developmental Skill Continuum.

- Experience Baby Curriculum provides scaffolded supports for skill benchmarks 1 and 2.
- Experience Toddler Curriculum provides scaffolded supports for skill benchmarks 2 and 3
- Experience Preschool Curriculum with the content provided in the Little Goose Guide offers scaffolded supports for skill benchmarks 3 and 4.

Each program is based on developmental levels rather than age because age is not always an indicator of a child's level. Each program intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age. This is important for educators serving multi-age groups or children with diverse needs including dual-language learners, children with disabilities or special needs.

Domains + Skills

Social & Emotional SED 1 Self-Awareness SED 2 Self-Regulation SED 3 Attention & Persistence SED 4 Social Relationships	Physical & Motor PD 1 Gross Motor PD 2 Fine Motor PD 3 Safety PD 4 Personal Care PD 5 Nutrition	Language & Literacy LLD 1 Listening (Receptive Language) LLD 2 Communication (Expressive Language) LLD 3 Phonological Awareness LLD 4 Alphabetic Knowledge LLD 5 Concepts of Print LLD 6 Reading Comprehension LLD 7 Writing	Math & Reasoning MR 1 Number Sense MR 2 Spatial Awareness MR 3 Shapes MR 4 Measurement MR 5 Patterns MR 6 Classification MR 7 Logic & Reasoning	Science SCI 1 Investigation & Inquiry SCI 2 Natural & Earth Science SCI 3 Physical Science SCI 4 Technology	Social Studies SS 1 Culture & Community SS 2 Civics & Economics SS 3 Geography SS 4 History & Sense of Time	Creative Arts CA 1 Music CA 2 Dance & Movement CA 3 Visual Arts CA 4 Drama
---	---	--	---	--	--	---

Developmental Continuum for each skill goal

Skill / Skill Code	Definition	Infant		Toddler		Preschool		Pre-Primary		Primary		
		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8			
SED 1 Self-Awareness	Shows awareness of self as distinct from others. Expresses needs, wants and preferences.	Explores self and others by using names.	Recognizes self in photos or in video.	Identifies and labels. Expresses a preference for one item over another.	When given two to three options, chooses his/her most desired option.	Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own feelings, feelings and preferences.			
SED 2 Self-Regulation	Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.	Calm with support from caregivers. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.	Shows a range of emotions with facial expressions and gestures. Seeks help by making a familiar sound or using gestures to a new activity with help from caregivers.	Participates in daily routines and familiar activities. Takes on what others are looking at or pointing to.	Engages in an activity for a short time independently or with one-to-one support.	Initiates an activity and asks help to complete it. Practices or repeats an activity many times and successfully.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for at least 20 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.		
SED 3 Attention & Persistence	Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.	Participates in daily routines and familiar activities. Takes on what others are looking at or pointing to.	Shows and stays near familiar people. Shows facial expressions of interest. Explains people and their behaviors who play with or look at a toy or a mirror.	Engages in an activity for a short time independently or with one-to-one support.	Initiates an activity and asks help to complete it. Practices or repeats an activity many times and successfully.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for at least 20 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.		
SED 4 Social Relationships	Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.	Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to contextual or facial responses of a familiar person. Enjoys turn-taking games with an adult.	Shows and stays near familiar people. Shows facial expressions of interest. Explains people and their behaviors who play with or look at a toy or a mirror.	Shows and stays near familiar people. Shows facial expressions of interest. Explains people and their behaviors who play with or look at a toy or a mirror.	Engages in an activity for a short time independently or with one-to-one support.	Initiates an activity and asks help to complete it. Practices or repeats an activity many times and successfully.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for at least 20 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.		
PD 1 Gross Motor	Builds strength, coordination and balance of large muscles.	Sits independently and pulls self into a standing position. Kicks or crawls from a seated or lying position.	Walks and crawls. Carries, drags, kicks and throws objects.	Stands on a wide beam with an intended direction. Picks up and drops objects.	Balances and hops on one foot. Throws both overhead and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Slides confidently, gallops and slides side to side. Changes direction and speed of movement.	Balances on a variety of objects. Kicks or throws moving objects with aim and accuracy. Leaps. Steps on a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.			
PD 2 Fine Motor	Builds strength and coordination of small movements in hands to pick up, squeeze, twist and manipulate tools and toys.	Reaches for objects in sight. Uses arms or legs to make contact with an object.	Purposefully grasps objects with fingers and hands. Uses hands to accomplish tasks such as feeding or when prompted.	Manipulates objects with hands doing different things. Sips with sippers. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Tears sheets and dresses well.	Tweeds small beads. Sticks small objects. Uses tools to cut more challenging materials, e.g., fabric, cardboard.	Beads, graps and sticks objects of all sizes with speed and accuracy.				
PD 3 Safety	Shows awareness of safe practices and demonstrates them when participating in activities.	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Participates in healthy habits and routines. Names familiar objects and actions. Understands that all people have needs.	Describes the function of basic body parts. Regulates talking and handwriting needs. Follows a routine of rest and active play. Makes personal needs and understands that all people have needs.	Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar needs. Recognizes contagious and noncommunicable diseases.	Regulates personal needs for nutrition, activity and rest with few reminders. When helping, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.	Explains the importance of nutrition, exercise and rest in maintaining wellness. Identifies personal hygiene with few reminders.	Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.			
PD 4 Personal Care	Responds to and initiates routines for hygiene, feeding and dressing self.	Removes appropriate healthcare from caregivers. Responds when physical needs are not met.	Recognizes the difference between dirty and clean. Finds a toy to hold when prompted. Participates in taking care of personal needs, such as feeding self.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate food options.	Shows understanding of some complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.			
PD 5 Nutrition	Demonstrates knowledge about nutrition and healthy food choices.	Cries when hungry or fed.	Communicates when hungry. Blinks or nods. Feeds self using finger food.	Shows understanding of some complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.			
LLD 1 Listening (Receptive Language)	Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in amusement and imitates actions.	Shows understanding of a variety of single familiar words. Points to name objects or body parts. With prompts and gestures, follows a one-step direction.	Shows understanding of some complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.			
LLD 2 Communication (Expressive Language)	Uses verbal and nonverbal communication to express ideas with increasingly complex words and sentences. Engages in back and forth conversation with adults.	Mimes single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in conversation. Uses a few words and word-like sounds to communicate.	Speaks in simple complete sentences.	Speaks in simple complete sentences.	Speaks in simple complete sentences.	Speaks in simple complete sentences.	Speaks in simple complete sentences.	Speaks in simple complete sentences.			
LLD 3 Phonological Awareness	Hears small units of sounds.	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words, labels and pronounces the sound of each syllable.	Identifies words that have a similar beginning sound.	Counts syllables in spoken words, labels and pronounces the sound of each syllable.	Identifies words that have a similar beginning sound.	Counts syllables in spoken words, labels and pronounces the sound of each syllable.			
LLD 4 Alphabetic Knowledge	Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when given their names. Babbles or repeats sounds.	Shows understanding of some complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.	Shows understanding of a variety of complex vocabulary. Adds what objects are called. Lists in a story or repeats their response appropriately. Follows unrelated two-step directions given verbally.			



CURRICULUM DESIGN

Promotes the interrelationship of domains

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- **Shows the interrelationship between domains of learning.**
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Social-emotional, physical, and cognitive developments are closely related.

Development in one domain influences and is influenced by development in other domains (Bjorklund, 2011). Experience Curriculum continuously highlights how to plan rich learning experiences to embrace the whole child and support growth across all areas of learning: social-emotional, physical, language, mathematics, scientific discovery and creative development.

Experience Curriculum design integrates multiple skills within a single activity. Learning is a social and active process. Therefore, Experience Curriculum encourages children to move their bodies, minds and hearts in all they do. Through integrated experiences, children make connections and see relationships across concepts. Our lesson plans model how educators can build lessons that support multiple domains of learning within a single activity. We intentionally design art projects, group games, and science investigations to engage children in integrated experiences.

Skill objectives are embedded in each activity and are clearly defined within the Teacher Guide. All 35 core skills are integrated into every monthly thematic study so that children have repeated opportunities throughout the month and year to apply and develop the 35 developmental skills.

Experience Curriculum sequences learning to include multiple, related opportunities for children to explore a concept or skill with increasing depth throughout the focused thematic study. Then, they continue to revisit and apply the skills month after month through hands-on projects. Materials and activities are designed to flex with the developmental level of each child so that as children develop, the teacher can individualize the experiences based on the child's level, interests and needs.



CURRICULUM DESIGN

Exposes children to a diverse range of thematic, real-world studies

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- **Exposes children to a diverse range of thematic, real-world studies.**
- Connects skills with themes.
- Organizes, links and extends concepts through the use of theme webs.

Experience Curriculum is designed to expose children to a diverse range of thematic, real-world concepts. Through the use of thematic investigations, children are encouraged to explore long-term studies and make connections between the various planned and unplanned activities that occur throughout the week or month. We help teachers map this learning through the use of knowledge webs. We believe it is important for learning to have personal meaning to each child and that activities and experiences should be thoughtfully linked with one another to reinforce real-world connections.

Experience Curriculum utilizes photos, music, art, drama, games and storytelling to help children experience thematic concepts in tangible and playful ways. We believe that a child's experiences within the classroom should be appropriate and relevant for the developmental level that each child uniquely demonstrates. As a result, children investigate a range of thematic studies through developmentally appropriate experiences. Our thematic studies are categorized within three main areas and introduced to children in concrete and intentional ways that help them connect everyday experiences to a greater understanding of the world that surrounds them:

1. Personal Experiences

Getting to know self, family, friends, feelings and traditions

2. Nature and Environment

Investigating rocks, dirt, insects, plants, animals, and natural phenomena

3. Global Communities and Ecosystems

Understanding how the people, plants and animals live as a community within diverse global communities, such as in deserts, oceans, grasslands and woodlands

Each year we recommend 3-4 thematic studies from each category so that children are exposed to a range of experiences. This also helps teachers learn how to invite children to explore topics about which they may not personally be as familiar. As a result, the children and educators become partners in learning.

Experience Curriculum Thematic Studies

PERSONAL/CULTURAL

All About Me
Art Studio
Community Helpers
Family & Pets
Folktales & Fables
Friends & Feelings
Global Passport
Health & Fitness
Nursery Rhymes
On the Go
Superheroes

NATURE/SCIENCE

A to Zoo
Baby Animals
Bees & Butterflies
Birds & Eggs
Bubbles, Boats & Floats
Bug & Crawly Things
Cozy Winter Senses
DinoLand
Down on the Farm
Garden Treasures
Habitats & Homes
Orchard Harvest
Science Lab
Weather & Seasons

GLOBAL ECOSYSTEMS

EcoVenture
Experience the Rainforest
Going on Safari
Ice Castles (Arctic)
Island Treasure
Let's Go Camping
Ocean Dive
Pond Life
Space & Sky
Winter in the Woods

To expose children to a range of experiences, we recommend 3-4 thematic studies from each category per year.



Connects skills with themes

The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- **Connects skills with themes.**
- Organizes, links and extends concepts through the use of theme webs.

Themes help build depth and breadth of knowledge by linking bits of information together to form a large, interconnected knowledge web. Learning becomes relevant to children when their prior knowledge is activated and the new information is stored within an organized system.

If we present children with a number of disjointed concepts in random order, their ability to retain and recall the information will be limited compared to information presented within a schema (Slavin, 1991). Consider these concepts: ladybug, the number 8, the letter S, oval, the color black, legs, the number 6, spider, and the color red. All of these concepts are developmentally appropriate to introduce to a preschooler. However, this may be too much information to retain at once. As a result, the preschooler's ability to remember and transfer this knowledge from classroom to life will be limited.

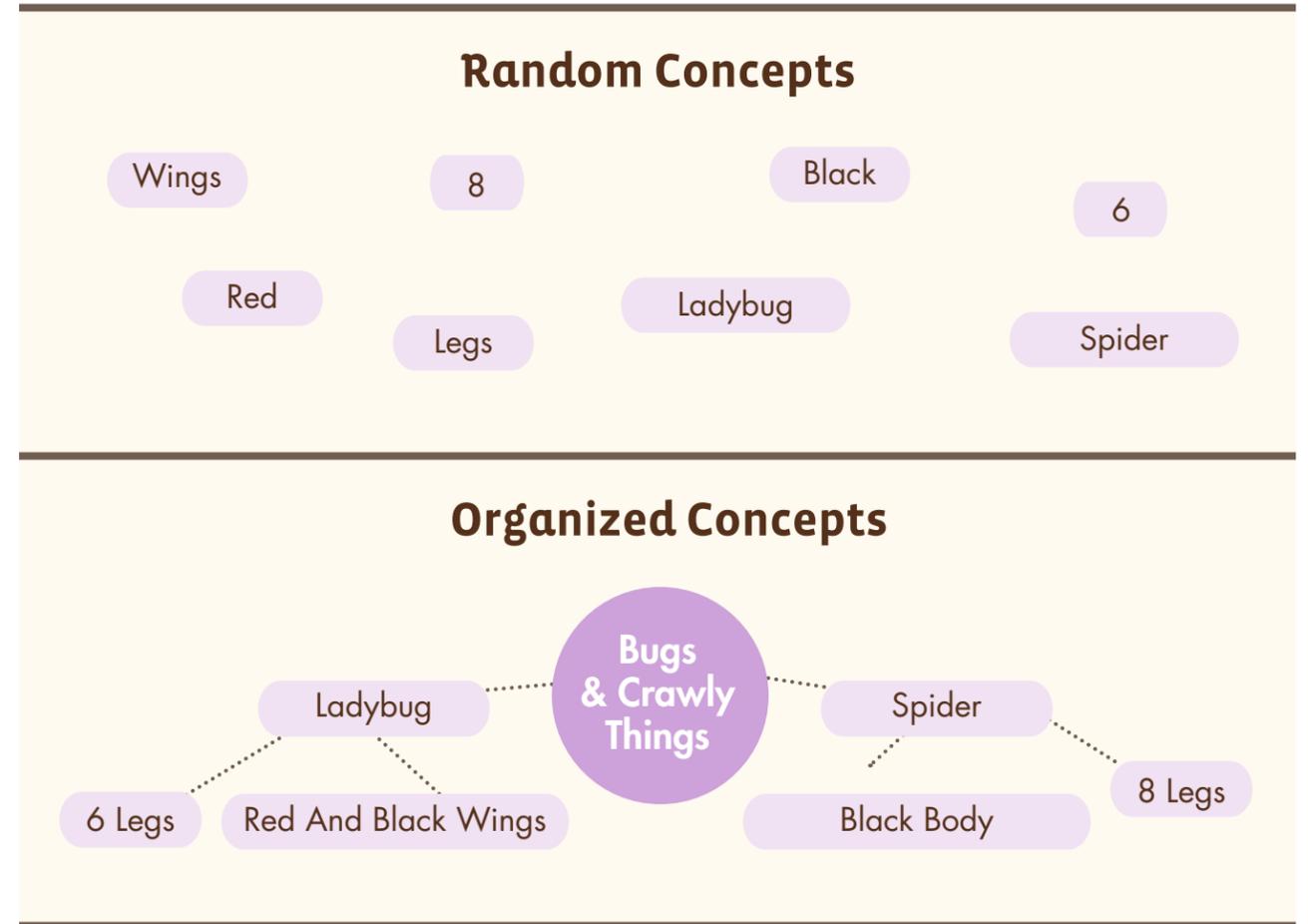
Material that is well organized is much easier to learn and remember than material that is poorly organized (Durso & Coggins, 1991).

Our annual scope and sequence provides a 'big picture' view of the child's learning objectives and how they will build throughout the year. Concepts and all 35 skills are reinforced and woven into every thematic study so that children have many opportunities to apply skills within a variety of experiences. Each thematic study features key basic skills and then builds on these throughout the year. Teachers scaffold the activity to respond to individual child's developmental level, interests, strengths, and needs.

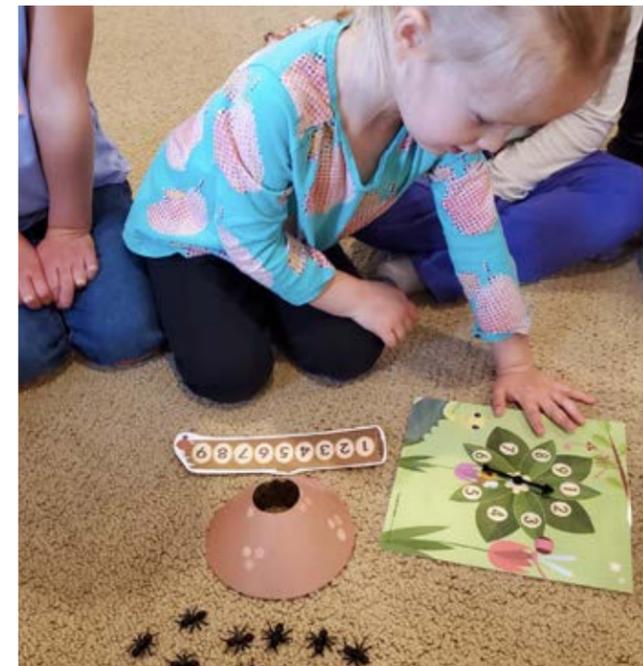
Scope and Sequence Example

MONTH	THEME	LETTERS	NUMBERS	SHAPES	COLORS	PATTERN	SIGHT WORDS	WORD FAMILY
September	Family & Pets	F, H, T	1, 2	circle	Red	AB	it, is, a	-at
October	Farm	I, L, E	3, 4	square	Blue	ABB	we, go, to	-ig
November	Community	D, J, U	5, 6	triangle	Yellow	ABC	you, can, be	-an
December	Woodlands	B, O, P	7, 8	rectangle	Green	AABB	in, not, what	-ad
January	Baby Animals	C, S, R	9, 10	oval	Orange	ABCD	run, jump, see	-it
February	Nursery Rhymes	A, G, Q	11, 12	heart	Purple	AB	look, at, and	-ot
March	Pond Life	W, Z, N	13, 14	star	Black	ABB	he, she, finds	-un
April	Birds & Eggs	M, X, K	15, 16	hexagon	White	ABC	play, love, away	-ug
May	Insects	V, Y	17, 18	diamond	Brown	AABB	I, am, the	-og
June	Island	Review	19, 20	Review	Pink	ABCD	where, are, here	-op

Material that is well organized is much easier to learn and remember than material that is poorly organized (Durso & Coggins, 1991).



VALUES	MUSIC GENRE
Kind	Jazz
Patient	Country
Resourceful	Rock
Honest	Classical
Fair	Folk
Brave	Jazz
Responsible	Electric Pop
Generous	World
Respectful	Pop
Helpful	Reggae



Organizes, links and extends concepts through the use of theme webs

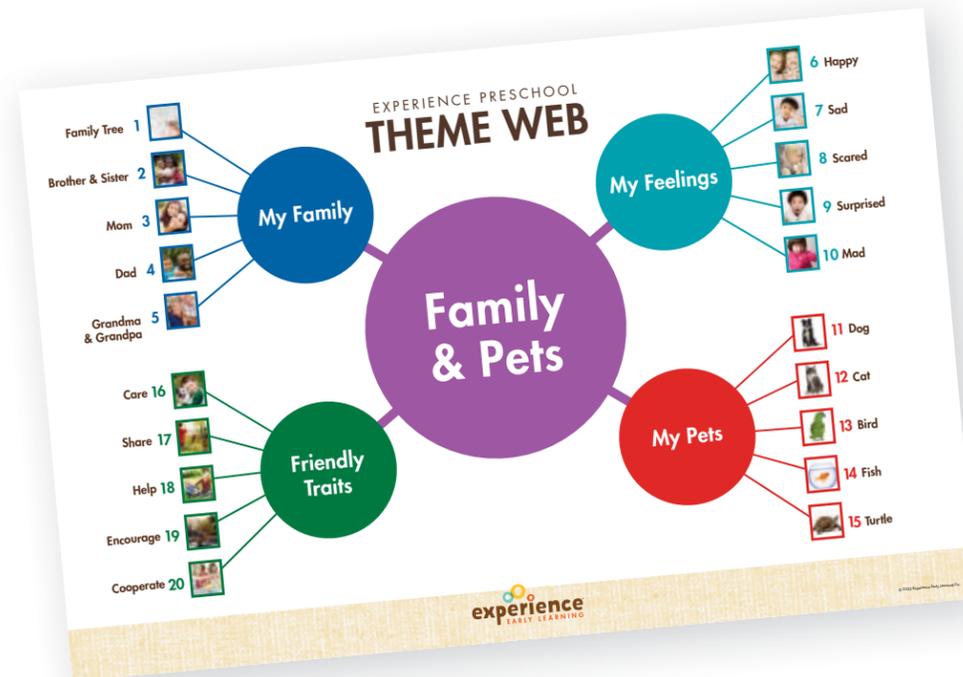
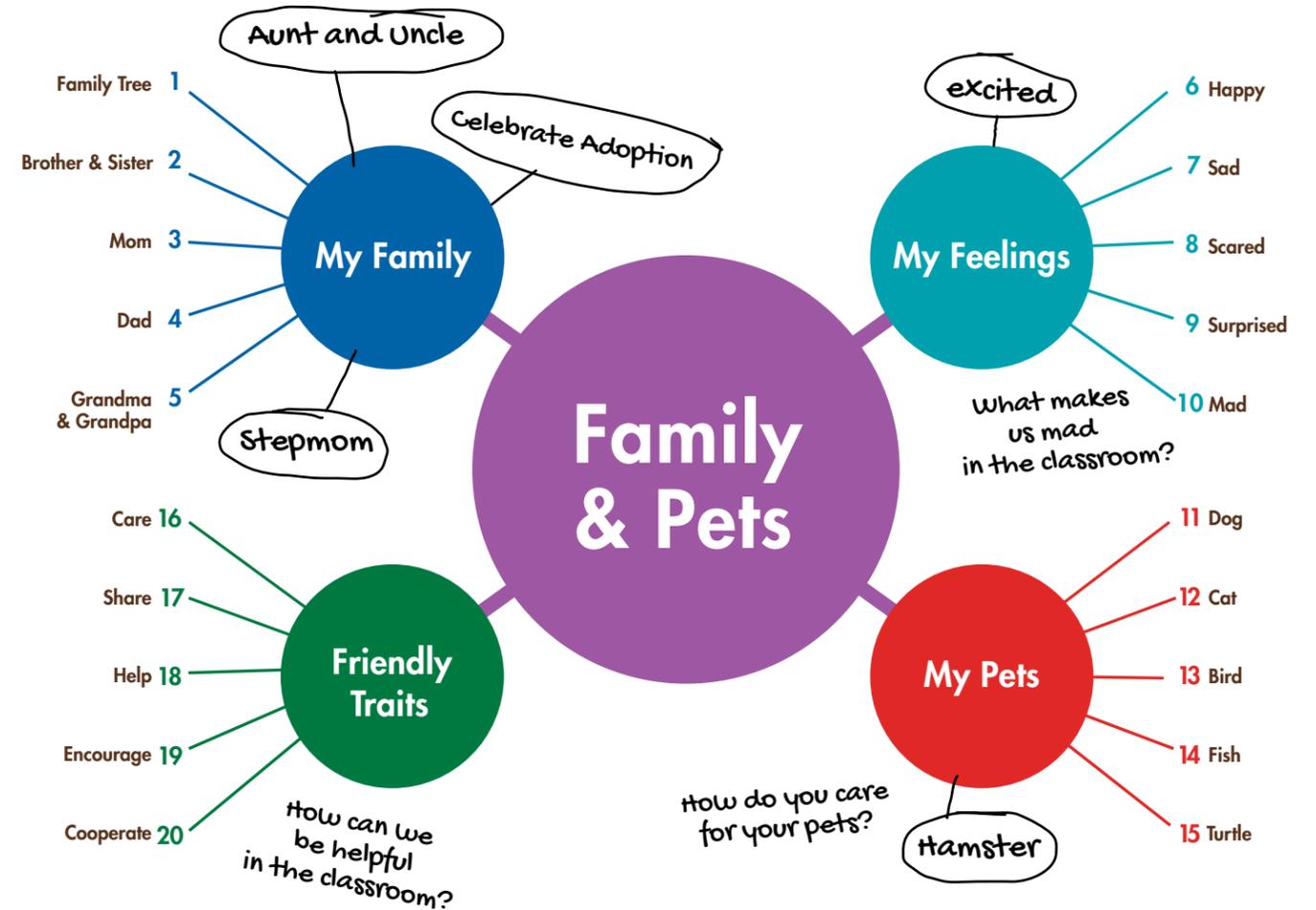
The Experience Curriculum design:

- Applies the latest research and theory into practice.
- Supports the development of 35 skills.
- Shows the interrelationship between domains of learning.
- Exposes children to a diverse range of thematic, real-world studies.
- Connects skills with themes.
- **Organizes, links and extends concepts through the use of theme webs.**

Themes engage and excite children because they function as a stage upon which children can act out their imaginations and contribute to the evolving storyline. Throughout this story creation process, children apply abstract skills to a personally meaningful and tangible context.

Each thematic study (which is recommended to last on average for one month) includes a web that explains how the various daily topics connect back to an inquiry-based discovery question. Children and educators may create additional or new discovery questions, or may choose to add additional topics to the web. Experience Early Learning uses the concept of **planning webs** to help both children and educators to organize new information gained throughout each thematic study into a cognitive framework or schema (Piaget, 1952).

Each day a daily topic that relates to the weekly investigation will be featured in the teacher's guide. Educators are encouraged to expand and adapt the daily topics to incorporate past experiences, cultures and current interests of their children. Children's prior knowledge and emerging interests should be incorporated into the planning to make learning relevant and meaningful (Goldenberg, 2006). For example, if the daily topic is butterfly wings, but children notice a bird's nest in a tree and want to talk about baby birds, the teacher could extend the study to research wings in general: butterfly wings, baby bird wings and more.



Educators add notes, topics and additional investigation questions based on children's interests.



Arts-Infused Model

Experience Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theatre, dance, creative movement, inventive thinking and design. Our arts-infused model provides a stage on which children can play, create and act out their imaginations. In this process, children become authors of their own learning stories. We provide props for play, music CDs, art supplies, storytelling prompts, and a range of resources to manipulate in creative and independent ways. We write lesson plan books to model a variety of ways educators can use materials (both easily found materials or those that we include in thematic curriculum kits) in skill-based and creatively playful ways. We view creativity as a way for children to individually express ideas, take risks, make choices, apply new knowledge and explore their curiosities.

The arts-infused model applies consistent sensory-based techniques that are adaptable and inclusive to diverse children (Manville, Metz, Gibbs, & Chen, 2011). Through Experience Curriculum multisensory, hands-on art experiences, children participate in a variety of activities across all domains of learning. Our arts-infused model supports the idea that all children are capable, beautiful, and have the right to discover and construct knowledge through play. Research has validated the importance of art in the learning process and overall development of the child:

- Art increases a child's problem-solving skills (Douglas, 2001).
- Dramatic play supports the development of long-term memory and increases mental capacities for recall (Liebermann, 1995).
- Children use props in dramatic play and dance to demonstrate the ability to think symbolically (Gaskins & Miller, 2009).
- Creating art enables children to develop fine motor skills, hand-eye coordination (Koster, 2005), visual discrimination (Morrow, 2007), and foundational math skills (Roberts & Harpley, 2007).
- Early musical development builds fundamental auditory and rhythmic understanding and increases spatial-temporal reasoning (Schiller, 1999).
- Art, music and dance invite children to develop social and emotional skills by symbolically representing their feelings, thoughts and imaginations (Seefeldt & Galper, 2008; Gaskins & Miller, 2009).

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- Stimulates the senses.
- Promotes inclusion of all children.

ARTS-INFUSED MODEL

Provides a stage for play and learning

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- Stimulates the senses.
- Promotes inclusion of all children.

The arts-infused model provides a stage for children to play out their ideas and imaginations to become the authors of their own learning stories. Creativity allows children to take risks, make choices, connect old and new information, and explore their imaginations in personally meaningful ways. Play provides young children with a safe place to try out and explore different roles, emotions, curiosities and experiment with problem solving (Gaskins & Miller, 2009). Children who score higher on tests of imagination and creativity develop stronger problem-solving skills (Brown, Sutterby, & Thronton, 2008).

We believe children construct knowledge through play. Play is a creative, artistic and imaginative process. Therefore, Experience Curriculum embraces an arts-infused curricular approach. Art naturally integrates multiple areas of development and allows children to experience knowledge as an integrated whole (McMahon, 1997; Di Vesta, 1987).

For example, if a child is curious about bees, we may suggest that educators invite the child to paint a B to look like a bee. The child imagines how a bee might look and decides to paint yellow and black stripes. Then, he hunts through the collage box to find something to use for wings. After the child finishes the painted B, the teacher asks where the B might want to live. The child imagines a beautiful flower garden. Throughout this artistic process, the child applies a range of skills and concept knowledge including: fine motor control, making choices, letter recognition, life science, and dramatic play.



"How does a bee look?"

"Where might a bee live?"



Make & Play activities invite children to make a dress-up prop and then explore motor, math and science concepts through dramatic play



Moose Headband

CA 4 Drama PD 2 Fine Motor

SUPPLIES

FOR EACH CHILD

- Brown paper
- Tan paper
- Headband strips
- Sticker eyes

YOUR SUPPLIES

- Glue or tape
- Scissors
- Markers

Discuss

- What do you think it would feel like to walk around with heavy antlers on your head?

Make

- Give each child tan paper and invite them to trace around their hands and forearms to create antlers. Then, cut them out.
- Attach antlers to the strips and decorate the headband to look like a moose.

Play

- Play a game of hide and seek while wearing the antlers. Explore how to move through tiny places with big antlers.

OBSERVE: Does the child wear the moose headband and pretend to be a moose? Does she tell a story or create a scene about a moose?

Painting with Pinecones

CA 3 Visual Arts PD 2 Fine Motor SCI 2 Natural & Earth Science

SUPPLIES

- Title Display
- Inspiration Photo

FOR EACH CHILD

- Pinecone
- Background paper

YOUR SUPPLIES

- Paint (white, green)
- Glitter (optional)

Set Up

- Set out the Inspiration Photo and additional supplies.

Prompts

- What do you notice about the pinecone photo?
- What are different ways you can paint with a pinecone?
- What could you use to make pine needles for your picture?
- What do you think would happen if you broke open a pinecone?
- How could you use pinecone pieces to make a collage?

OBSERVE: How did the child use the pinecone as a painting tool? How else did she make art?



Invitations to Create invite children to ... apt description here

Experience Curriculum lesson plans feature 4-6 daily ideas that integrate art with skill-based learning. We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, and then express their creativity in how they use it.

Art increases a child's problem-solving skills (Douglas, 2001) and invites children to develop social and emotional skills by symbolically representing their feelings, thoughts and imaginations (Seefeldt & Galper, 2008; Gaskins & Miller, 2009).

ARTS-INFUSED MODEL

Stimulates the senses

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- **Stimulates the senses.**
- Promotes inclusion of all children.

The Experience Curriculum arts-infused model integrates sensory-based techniques for engaging children in a variety of ways and on multiple levels. Through the arts, we utilize sensory-based experiences to empower children to gather information, link discoveries to ideas they already know, tap into nonverbal reasoning skills, and understand relationships between concepts. Multisensory techniques throughout the Experience Curriculum offer children a range of variation in how to experience and process information. From hand to mouth, from viewing to sniffing, the young child uses all available senses to explore the world (Tephly, 1986).

The Experience Curriculum gives explicit examples throughout the lesson plan books on how to engage children in the creative learning process. By using the arts, children actively learn and discover in ways that are natural and connected to their learning styles. (Read more about learning styles on page 32.)

Learning is an active, social process. As children touch, hear, taste, and create, we offer many opportunities for them to share their discoveries with peers and teachers. Whether they are comfortable sharing verbally or prefer to express themselves nonverbally, they have multiple opportunities to express through dance, drawing, role-playing, singing or dramatization. Art helps children construct meaning by allowing them to act on their environment, and then share it with others (Ernest, 1995; Prawat & Floden, 1994).

Experience Curriculum provides guidance within the lesson plan books to assist teachers on how to interact with children in ways that extend the child's natural exploration, thinking, and communication. Supports include the embedded open-ended question prompts, ideas for additional materials to add to centers, rich vocabulary paired with real photos to help extend a child's conceptual knowledge and understanding of skills across domains.

How does an ibis use its beak?



Multisensory techniques throughout the Experience Curriculum offer children a range of variation in how to experience and process information.



Stimulates the senses (continued)

To help teachers get started in arts-infused teaching methods, Experience Curriculum offers a range of resources within the curriculum kits to help teachers set the stage for sensory-based experiences within dramatic play, cooking, music, science and art exploration. The Experience Curriculum collection of COREtools provides a starting place for teachers to successfully guide children in hands-on, sensory-based discovery processes. We encourage educators to use found or natural resources to extend the sensory experiences and connect them even closer to the child's culture and immediate environment.

The teacher's role in the constructive creative process is one of guide (Brownstein, 2001). As the children explore with their senses, we offer suggestions throughout our lesson plan book on questions teachers can ask to prompt deeper thinking and further creative exploration. The result is engaged children and teachers sharing in dialogue, discovery and developing a love for learning (Rhodes & Bellamy, 1999).



"What else can you use to touch and explore objects?"



Experience Curriculum kits offer educators a collection of sensory-based COREtools to help them successfully invite children into arts-infused experiences.

ARTS-INFUSED MODEL

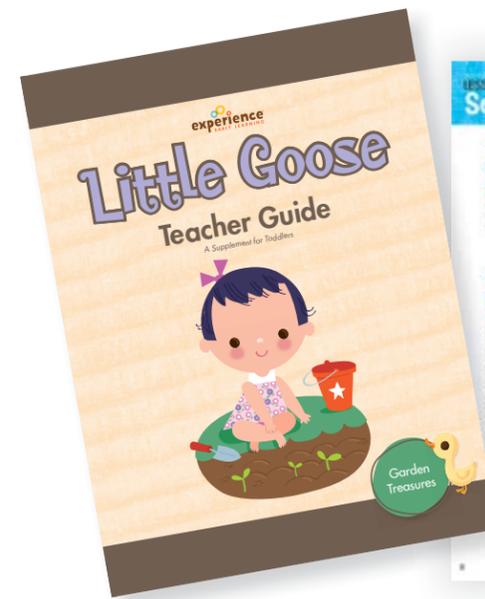
Promotes inclusion of all children

The Experience Curriculum arts-infused model uniquely:

- Provides a stage for creative play and learning.
- Stimulates the senses.
- **Promotes inclusion of all children.**

All children are capable, beautiful and have a right to explore, discover and learn. Experience Curriculum is designed to be inclusive of all children and embrace each child's diverse learning style as well as his unique physical, cultural, linguistic, and socio-economic attributes. All children need to feel included as valued members of the community (Tabors, 2008). The Experience Curriculum arts-infused curricular model allows children to participate and experience activities in many different ways according to skill level, language and physical ability.

We embed suggestions throughout the Experience Preschool Teacher Guide on how to adapt activities for children with tactile sensitivities, motor delays, ESL learning, or cognitive delays. Educators can easily modify our creative activities to match the learning goals and needs of each child.



Experience Curriculum believes that early childhood special education should emphasize a developmental focus rather than a disability focus. Therefore, our inclusive methods

acknowledge each child's potential and support the ongoing learning process.

Little Goose is a supplemental lesson plan book that offers daily suggestions on how to modify the Experience Curriculum COREtools and supplies provided in the curriculum kits to be developmentally appropriate for lower skill levels and limited attention spans. This unique supplement allows children of diverse ability levels to share in the same experiences, touch the same manipulatives, and creatively express themselves.

Experience Curriculum believes that early childhood special education should emphasize a developmental focus rather than a disability focus. Therefore, our inclusive methods acknowledge each child's potential and supports the ongoing learning process.





Individualized Instruction

Every child is unique. Children develop at different rates, have different interests and are influenced by diverse family and cultural backgrounds (Rogoff, 2003; Bronfenbrenner, 1979). Experience Curriculum is flexible and designed to incorporate the individuality of a child as well as the ever-changing dynamics within a group of children.

Experience Curriculum supports teachers in using intentional inquiry-based approaches so that they can gather information and adjust the lesson plan to incorporate the emerging interests, past knowledge and learning goals of each child. Experience Curriculum has planned thematic studies and included COREtools offer children a set of materials that they can manipulate and through which they can construct knowledge in personally meaningful ways.

Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.

INDIVIDUALIZED INSTRUCTION

Incorporates a child's interests and inquiries

Experience Curriculum can be individualized to:

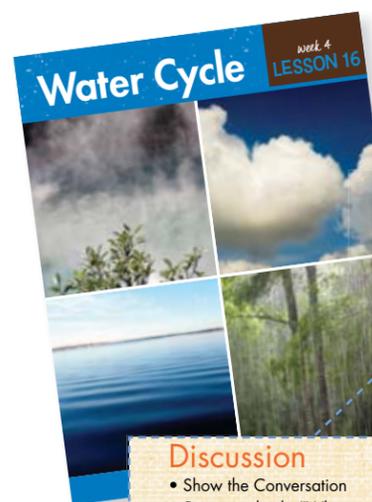
- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.

Open-ended questions are a key component to the Experience Curriculum lesson planning model.

Children are naturally curious and have personal wonders that drive them to learn and explore (Piaget, 1952). We believe that children learn by making choices and by having an opportunity to follow their own interests (Bredenkamp & Copple, 1997). Children need many opportunities to select an activity, define an inquiry and take control of their learning. By offering opportunities for children to investigate their own questions and interests within the routine of the curriculum, children will experience a personally meaningful understanding of concepts (Gaskins, 2006).

Every Experience Curriculum weekly investigation, daily topic, activity or project begins with an open-ended question to invite children to share what they already know, wonder or would like to learn. This informs educators on how to adapt, expand or restructure the lessons to best match the interests, cultural beliefs and learning goals of their child or group of children. Open-ended questions are a key component to the Experience Curriculum lesson planning model. They serve as a conduit for inviting children into the planning process. Learning is most relevant to children when new activities or discussions incorporate their prior knowledge and experiences (Goldenberg, 2006).

Experience Curriculum supports educators to extend the interests of children by setting up learning centers where children can discover, apply skills and test out new ideas. We model how to set up a range of centers in the embedded STEAM Stations program. These theme-connected station ideas support teachers to enhance centers with art, nature items, blocks, loose parts and dramatic play props for child-initiated play. The STEAM Guides and resource bundles offer multiple open-ended question prompts as well as inspiration photos and big question signs.



Discussion

- Show the Conversation Poster and ask, "When might you see water?"

Daily topic discussion question



Discuss & Explore

- What do you think precipitation drops are?

Activity discussion prompt

Daily Art & Science discussion prompts



An educator's experience with individualizing Experience Curriculum lesson plans

(from the blog <http://dandelioninherhair.blogspot.com>)

Waterfall Cracks

I sat him on my lap and as we watched the waterfall video and asked him the Question of the Day. "Why do you think water falls down a waterfall?"

"Crack," he said.

"What?" I couldn't quite understand what he had said.

"Crack," he said again.

It finally sunk in and I said, "You know, you are right. There is a crack in the earth," and I pointed to edge of the waterfall where the water was flowing over.

Lachlan is very visual, so the video was a great for him. Also, I love his answer! It may not be the best technical answer to the question, BUT, it's in his language. This term he used to describe it is how HE understands

it. So I hung on to that word throughout the day as we were talking about waterfalls to reuse for his understanding.

Being responsible on rafts

I asked the opening question, "What have you been on that floats in the water?"

"A boat!" Lachlan exclaimed.

I started the Farmer in the Dell track and started singing, "Let's build a raft, let's build a raft . . ." I only got through a little bit of it before I knew I was going to lose the kids; they were ready to move on. So I did too. I turned off the music and invited them to build a boat with me.

I set out a stack of napkins and we spread them out to build a raft. I had them all hop on board.

Next, I started on the Be Responsible

lesson as we sat on our newly crafted raft. "When have you had to be responsible? Do you know what responsible means?"

"Uh umm, you have to listen."

I was happy and surprised by his quick response. We are already getting better at the open ended questions. I then asked how to be responsible on a boat. Oh boy, did he know the answer to that.

"Wear a life jacket and listen to the grown ups," he said.

The life jacket was leaning against the couch where it was left last night (from the boat trip with grandpa). So I asked if he wanted to put his life jacket on and helped him suit up.



Making his own waterfall project

Designing a napkin raft

Responsible bracelets reminding of new vocabulary and discussion about being responsible

Wearing the life jacket and bracelet during journal activity

Be Responsible

PD 3 Safety SED 2 Self-Regulation SED 4 Social Relationships

SUPPLIES

FOR EACH CHILD

- Friendship Band

YOUR SUPPLIES

- Tape
- Markers/crayons

Discuss

- When have you had to be responsible?

Play Together

- Invite children to pretend to be on a raft while you discuss some safety rules for rivers and lakes (never swim alone, wear a life jacket, e.g.).
- Invite each child to share one way she can be responsible at home or in the classroom.
- Give her a Friendship Band and encourage her to color it as desired, then tape the band around her wrist as a reminder to be responsible.

OBSERVE: Does the child brainstorm ideas about responsibility? Is she able to follow the safety rules?



INDIVIDUALIZED INSTRUCTION

Adjust to a child's developmental level

Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- **Adjust to a child's developmental level.**
- Embrace various learning styles.
- Is culturally responsive.
- Is linguistically responsive.

Children develop at their own rates and age is not always an indicator of developmental level. Development also occurs unevenly within different domains of learning. Therefore, Experience Curriculum is flexible for educators to adapt to each child's developmental level.

Experience Curriculum suggests a range of daily activities that can be easily scaffolded so that educators can support children according to their zone of proximal development. The zone of proximal development (ZPD) is a term established by Lev Vygotsky (1896-1934) that describes the distance between what a child can do or understand on his own and what a child can do with assistance. We embed tips within the lesson plans to suggest ways to scaffold activities. We model how to extend or simplify at least one activity per lesson plan day so that educators who are new to this concept can learn by doing.

To support educators in knowing how to observe a child's developmental level as they play and engage in the project or experience, each activity provides an 'observe' prompt that is directly related to the skill objective and skill benchmark level. As teachers identify the child's developmental level, they can then reference the curriculum scaffolded support for how to adapt the experience for that child.

Experience Curriculum activities clearly define the integrated skills and goals. Reference the Developmental Continuum of Skills chart (Appendix A) for more information on the observable benchmarks for each skill goal. Supplemental resources complement the Experience Curriculum Teacher Guide to assist educators in knowing how to tailor instruction for varying developmental levels within each group of children:

- Experience Baby Curriculum Benchmarks 1 - 2
- Experience Toddler Curriculum Benchmarks 2 - 3
- Experience Preschool Curriculum (with Little Goose Supplement) Benchmarks 3 - 4

All Experience Curriculum materials and supplements correlate to the same research-based skill continuum so that children can easily and naturally transition from one benchmark to the next level benchmark. Simultaneously, teachers benefit from curricular resources that can be easily differentiated so that all children can fully participate with an activity or project and are appropriately challenged according to their zone of proximal development.

INDIVIDUALIZING EXPERIENCES

Experience Curriculum offers a blend of large group, small group and child-directed play experiences which include materials and methodology that are intentionally designed for individualization based on the child's developmental level and to be inclusive of all children. Some examples include:

Circle Time Topic Discussions

Each newly introduced topic is paired in the Experience Preschool Curriculum with a large photo to support dual language learners in connecting the concept to a real image. Teachers are also encouraged to gather real artifacts for children to touch during the discussion. Prompts in the Teacher Guide offer teachers ideas on how to ask open ended questions while showing the topic photo as well as an alternative, a more active way to invite less verbal children to participate. These suggestions may include the use of role-playing or movement to express and show their thoughts and ideas.

Invitation to Create Process Art Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer open-ended process art experiences called "Invitation to Create." Children explore the art process according to the imagination and developmental. Art invites children to independently plan, create, reflect, redo and either display or play with their creations. Teachers are given prompts and open-ended questions that they can ask children as they create to encourage creative and critical thinking skills.

Make and Play Projects Make and Play Projects invite children to design their own dramatic play props, instruments or games. These projects encourage children to use problem-solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the Teacher Guide, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband, or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).

Small Group and Tabletop Games Games are introduced and modeled by the teacher while they play with the children. Teachers are given discussion and discovery prompts to encourage exploration of the materials before playing the game. Then, the teacher is given a simplify and challenge prompt for how to scaffold the activity to align with the child's developmental level.

Music and Movement Music and Movement is used daily to invite children of diverse abilities and levels to share in a community experiences. Children hear different music genres, diverse instruments and rhythm patterns representative of diverse traditions and cultures. Creative movement prompts invite children to express emotions safely through movement.

Outdoor Active Play Each thematic study offers teachers the flexibility to take any activity outdoors as needed in response to a child's emotional developmental. The curriculum also offers specific suggestions on how to plan intentional outdoor play experiences to connect with the weekly investigation theme. Researchers, Frances E. Kuo, PhD and Andrea Faber Taylor, PhD, found that children who spent structured and unstructured time in outdoors in nature, appeared to have a reduction in their ADHD symptoms (Kuo and Taylor, 2004). Experience Curriculum designs experiences that can be experienced either indoor or outdoors so that educators can individualize the how and where experiences are explored.

SKILLS
These skills are reinforced throughout the activity. If it is a starred assessment activity, these will be the skills to observe as the child participates in the activity.

SUPPLIES
These are the supplies needed to do the activity. If it is listed as Supplies you will have one for your whole class or small group, if the materials are needed for each child they will be listed for each child. The provided supplies are included in the bag labeled by the same topic and number as your lesson day.

ADAPTATIONS
This icon indicates there are suggested adaptations to support children according to their needs while implementing the activity which can be found in the back of the teacher's guide.

EXTENSION
This suggestion explains how to extend the activity and make it more challenging for children who are developmentally ready for greater complexity. If your children are frequently needing more challenges, consider supplementing your curriculum with More Math and More Literacy activity books. Children use these colorful and engaging books to independently practice and extend their math and literacy skills.

SMALL GROUP MATH
Delivering Postcards
ME & Classification: SS3 Geography

SUPPLIES
 Town Signs
 Town Postcards

YOUR SUPPLIES
 Tote or bag
 Scissors
 Tape

Discuss & Explore
• How do mail carriers know where to deliver a package? Discuss the purpose of addresses and help each child learn the name of the street where they live.
• Set out the Town Signs and invite children to decide where to hang each in the room.

Play Together
• Invite children to choose a postcard, put it in their bags and deliver them to the matching Town Signs.
• **Simplify:** Draw shapes on paper plates and place them around the room. Encourage children to deliver matching paper shapes to the plates.
• **Challenge:** Write place names in the room on cards (e.g., sink, block area) and invite children to deliver the cards to those locations.

DISCUSS
Ask this opening question before beginning the activity. Allow for plenty of time for children to discuss and share their ideas on this topic. Allow children to share their background knowledge and ask questions about the topic. Look for ways to integrate their questions and interested into the follow-up activity.

EXTRA SUPPORT
The simplify prompt explains how to simplify and scaffold the activity for children who need extra support whether they have special needs, are learning English as a second language or are developmentally needing extra support. If your children frequently need a simplified activity, consider adding the Little Goose Guide to provide additional support for adapting all activities using the materials provided in your curriculum kit to ensure it is developmentally appropriate for your children.

OBSERVATION
Suggested prompts are provided to help support you and the child to expand their thinking/investigation and develop next steps that best fits each individual child.

OBSERVE Does the child match the image on the postcard to the image on the sign?

INDIVIDUALIZED INSTRUCTION

Embrace various learning styles

The Experience Curriculum can be individualized to:

- Incorporate child's interests and inquiries.
- Adjust to a child's developmental level.
- **Embrace various learning styles.**
- Is culturally responsive.
- Is linguistically responsive.

Each child has a unique learning style, and it is through this style that the child learns best and feels most comfortable (Gardner, 1983). Experience Curriculum uses a variety of methods for introducing new concepts so that children can learn in ways that closely parallel their preferred learning style. The Experience Preschool Teacher Guide is designed to model and show examples of how to plan activities that invite children to explore materials and concepts in ways that connect to their preferred learning style.

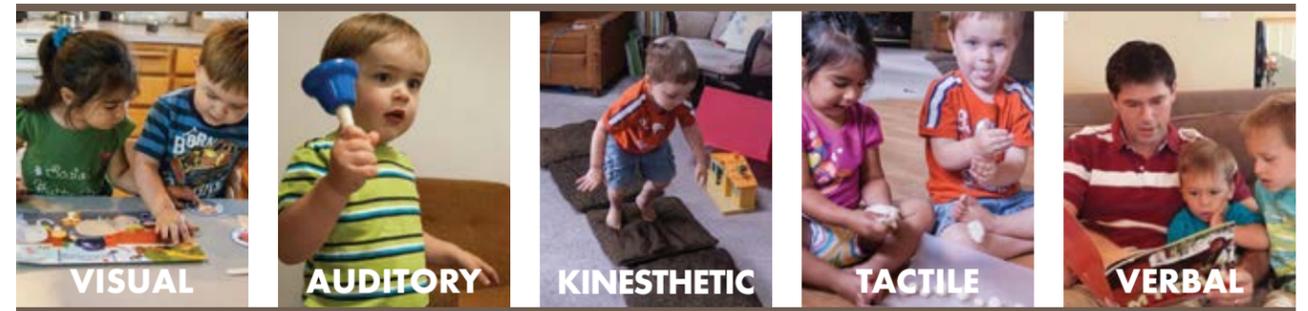
Learning Styles

Because each child is likely to have a different learning style or unique combination of styles, it is important to provide a variety of lesson plans and activities that engage the entire group. When educators understand the basic learning styles and the way each impacts children, it is easier to create and adapt lesson plans accordingly. Experience Curriculum materials and resources are intentionally designed to support children to learn through multi-sensory experiences as well as offer engaged learning opportunities within these primary learning styles:

- Visual
- Auditory
- Kinesthetic (experiential, doing)
- Tactile (hands-on touching)
- Verbal

Experience Curriculum resource kits include a variety of visual aids and manipulatives that integrate multiple learning styles.

Primary Learning Styles of Young Children



VISUAL
A child with a visual learning style will remember information best when presented with pictures or images. Visual learners will often recognize numbers and letters better than peers with another type of learning style.

AUDITORY
Auditory learners are best able to understand when they hear information. In early education, auditory learners prefer listening to stories or telling stories as a key approach to understanding information. Children who tend toward music demonstrate a preference for auditory learning.

KINESTHETIC
Young children with a kinesthetic learning style learn best by doing, experiencing and engaging in physical activities.

TACTILE
Young children who have a preference for hands-on touching and manipulation of materials exhibit a tactile learning style.

VERBAL
Verbal learners focus on words rather than simple auditory sounds. In early childhood education, verbal learners and auditory learners have similarities because of their interest in stories as a primary method of understanding information.

Experience Curriculum tools that intentionally support these styles

Rhyme Time Poster, Look and Find Glasses with Theme Poster, Photo Cards, original storybook, Daily Topic Posters

Circle Time discussions, Music CD, Storytelling Sets, Story Sequence Cards

Gross motor games, dramatic play activities, science experiments, Folder Games

Hands-On Letters and Numbers, Foam Shapes, Counting Cards, Color Wands, Art projects

Storybooks, I Can Read books, My Little Journal



experience
EARLY LEARNING

INDIVIDUALIZED INSTRUCTION

Is culturally responsive

The Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- **Is culturally responsive.**
- Is linguistically responsive.

Children live within many different communities: family, school, church, city, nation, and the world. Within each community are different social rules and traditions. Understanding of social systems sets the stage for a child's lifelong dispositions about people, cultures and belonging within these systems (National Council for Social Studies, 1988). Experience Curriculum invites children to explore diverse communities, which enables children to integrate commonalities between them and increase respect for differences (Morrison, 2001). Within the curriculum are also numerous opportunities for children to learn about others as well as share their own family traditions and beliefs through discussions, activities, books and music. Each thematic study creatively suggests projects which reinforce our social studies concepts and skill goals.

Experience Curriculum supports educators in observing children, designing lesson plans, setting learning goals, and communicating with parents in a way that acknowledges a child's unique abilities and learning styles, as well as values cultural reciprocity. Cultural reciprocity is based on mutual respect, communication, collaboration and negotiation of culturally based beliefs, values and assumptions (Day & Parlakian, 2003).

Our mission is to ensure that the design of tools are both intrinsically inclusive and accessible to all children according to their needs while also helping children build empathy and curiosity for others who may look, sound, or act differently than themselves. Experience Curriculum encourages children to learn about diverse cultures, people and places through the inclusion of photos, art, books and music that represent diverse cultures, people, places and traditions. By inviting families to share stories and artifacts, children will develop a sense of self as well as a belonging within the classroom environment.

Experience Curriculum activities allow for modification based on a child's physical limitations, home language, culture or family dynamics.

FRIENDS & FEELINGS LESSON 3

STEAM STATION SCIENCE & NATURE



SEE PG. 8 FOR DETAILS

SMALL GROUP LITERACY

Special Faces

ILD 2 Communication SED 1 Self-Awareness

SUPPLIES

- Theme Poster*
- I Spy Glasses

YOUR SUPPLIES

- Mirrors

Discuss & Explore

- What do you notice about your face?
- Invite children to look in a mirror and describe their facial features.

Play Together

- Show the Theme Poster and encourage each child to compare her face to the faces on the poster.
- Invite a child to choose an I Spy Glass then have the child try to find that emotion on the poster. Make the same facial expression.
- What other special faces can you make?
- **Simplify:** Cover all the photos except the top two. Encourage the child to point to the sad then the happy face.
- **Challenge:** Invite children to discuss what they can do if someone is feeling sad.

OBSERVE: Which emotions on the poster does the child name? Does she mimic the facial expressions?

SUGGESTED STORY



Forest Friends: A Kind Friend

ILD 6 Reading Comprehension CA 4 Drama

- Show the cover of the book and ask, "What do you see on the cover? What do you think it means to be a kind friend?"
- Invite the children to listen to the story then act it out with the Forest Friends Story Pieces. (Display the pieces on a wall afterward, if desired.)

TABLE TOP MATH

Special Numbers

MR 1 Number Sense ILD 7 Writing

SUPPLIES

- Counting Mats: 1 & 2
- Hands-On Numbers: 1 & 2

YOUR SUPPLIES

- Scrap paper
- Crayons

Set Up

- Set out scrap paper and crayons. Encourage children to explore writing numbers. Draw a number 1 on some pieces of paper and a number 2 on others. (Leave the rest blank.)

Independent Play

- Invite children to practice writing the numbers 1 and 2 on the blank paper.
- Make a number trail starting at the Counting Mats and going across the room.

OBSERVE: Does the child identify the numbers 1 and 2? Does he try to write the numbers?

Closing Time

Reflection

- What makes you special?

MUSIC AND MOVEMENT

We Are All Special

SED 4 Social Relationships SED 3 Attention & Persistence

- Play "We Are All Special," track 8 on the *Dancing Your Feelings* CD.
- Invite one child at a time to do a solo dance to the music.
- Encourage others to politely sit and watch then clap for the soloist. Repeat until each child has a turn.

15

Reminders embedded to adapt questions based on the diversity of children

Examples for how to modify for diverse skill levels

Tips to suggest ways to support the special needs of children

INDIVIDUALIZED INSTRUCTION

Is linguistically responsive

The Experience Curriculum can be individualized to:

- Incorporate a child's interests and inquiries.
- Adjust to a child's developmental level.
- Embrace various learning styles.
- Is culturally responsive.
- **Is linguistically responsive.**

Learning a second language is a complex social and cognitive process. It includes phases from pre-production to advanced fluency. In early stages, children first observe and respond with gestures only. Over time, the child will progress into speech emergence and then ultimately gain fluency both in second language comprehension and communication. By immersing language-building activities within the natural routines of the day, children from diverse language backgrounds can participate and acquire language through authentic experiences. Engaging the child and encouraging him to express himself in the second language throughout the day builds natural connections between real-life and language concepts (Clark, 2000).

Teachers using Experience Curriculum can scaffolded learning for dual language learners by leveraging visual aids, tactile manipulatives, music and role-playing resources to invite children who are still in pre-production, early production or speech emergence stages to engage and participate in activities. A child's willingness to use and engage in activities in the target language is foundational to acquiring language proficiency. Tactile, kinetic and visual activities in the target language support language learning and give children opportunities to use the target language in context (Reynolds, 1995).

We model how to use both the child's home language and English when labeling new vocabulary as demonstrated on our two-sided vocabulary word strips. Teacher can label centers and toy bins with a photo and then both the home language and English.

By dancing to songs, playing games, using tangible manipulatives and props, children will be able to engage successfully with their peers even if they are still building communication skills. This will result in increased self-confidence and a motivation to play and build friendships. Krashen and Brown (2005) found that children with high levels of self-confidence and high levels of motivation are more likely to become proficient in a second language.

To support children in their ability to engage in the daily routine, Experience Curriculum provides educators methods for facilitating group activities to connect with both verbal and non-verbal children. For example: in Daily topic discussion during Circle Time, the curriculum always includes a photo to show which supports vocabulary and concept building. Additionally, the teacher receives prompts for how to ask questions as well as a non-verbal way to encourage children to express their ideas.

Moreover, throughout the day as children engage in small group, art experience and indoor – outdoor STEAM projects, the teacher is given both visual and tactile tools to offer multiple ways for children to engage and experience the concepts.

MATERIALS AND METHODS WITHIN EXPERIENCE CURRICULUM TO SUPPORT DUAL LANGUAGE LEARNING

- 1. Language for Social and Instructional Purposes:** children communicate for social purposes as they participate in the group games, circle time as well as songs and dances in the curriculum which offer many visual cues and/or offer children non-verbal modes to express their ideas as well as express with art and dramatic play as they build the vocabulary to describe their actions and ideas. Daily topic photos, posters and opportunities in active play experiences during the Community Challenge games allow second language learners to participate in multiple ways, test out their language and play with their peers.
- 2. Language for Language Arts:** Experience Curriculum provides numerous tools and games to support English language learning within language and literacy activities. CoreTools that support language learners include: Vocabulary word strips which offer both photos and words (bilingual Spanish – English) to support increasing vocabulary in language discussions. "I Can Read Books" each month offer simple reading comprehension with one repetitive sentence plus an illustration to support understanding on each page. Other language and literacy small group "games" encourage dual language learners to participate through play and apply their emerging language skills.
- 3. Language for Mathematics:** Experience Curriculum includes hands-on Manipulatives and visual aids which are intentionally paired with daily math experiences so that children can connect number and math terms to tangible experiences.
- 4. Language for Science:** Experience Curriculum STEAM stations offer children opportunities to play and show their ideas while they build vocabulary to communicate their process. Photos provided throughout the curriculum to enhance the set-up of the project provide additional reference cues to help language learners hear others talk about science terms such as parts of the plants, types of animals, habitats and to see clear representations as they build vocabulary and engage in conversation.
- 5. Language for Social Studies:** Experience Curriculum integrates and provides tangible games, maps, photos, books, songs and visual aids used to investigate concepts of Social Studies. These tools and activities support dual language learners in building language and vocabulary around their understanding of place, people, classroom jobs and rules.

Teachers are supported to understand the language learning process with the research and developmental continuum for language acquisition provided in the Experience Early Learning Research Foundation



Environment Design

Successful environment design allows children to feel safe, thrive, and explore their independence. We believe that the classroom environment should be set up to allow choice and discovery across all domains of learning, and that children should be given easy access to developmentally appropriate materials. Children need spaces, indoors and outdoors, to run and jump, get messy, invent art, as well as sit quietly in a cozy place with a puzzle or book.

The environment influences a child's development and should reflect his interests, needs and encourage a sense of belonging (Bronfenbrenner, 1979). Experience Curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. We provide resources and materials to enhance the learning environment and enrich and extend the overall curriculum. The environment influences a child's development and should reflect his interests, needs and encourage a sense of belonging (Bronfenbrenner, 1979). Experience Curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. Educators are supported to include artifacts from their children's home cultures and evolve the materials based on their children's emerging interests over time.

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate learning materials.
- Uses technology to support discovery and learning.
- Reflects diversity.

ENVIRONMENT DESIGN

Allows for quiet and active exploration

Experience Curriculum supports educators in designing an environment that:

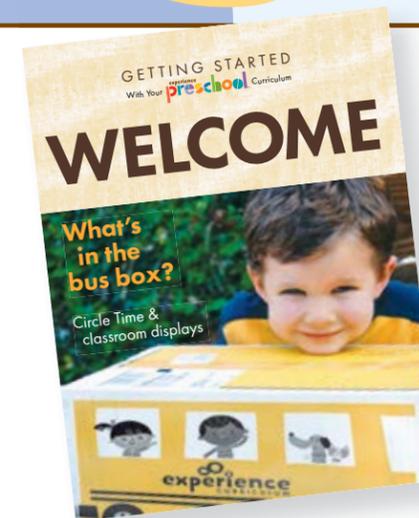
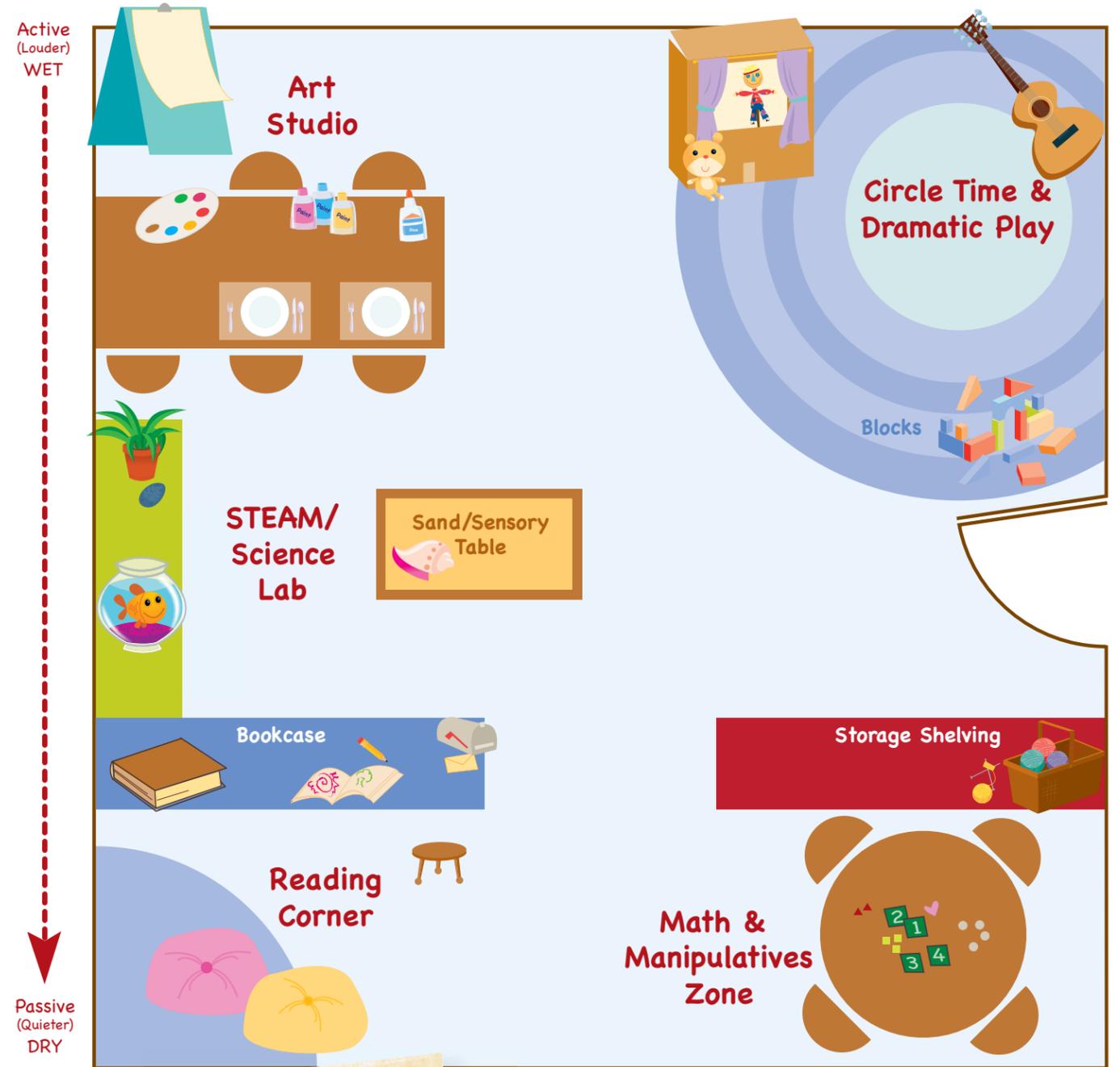
- **Allows for quiet and active exploration.**
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Children learn best in stimulating and safe environments that connect with their interests and allow for open exploration (Hamre & Pinta, 2001). Children need space that allows for both quiet and active exploration. Experience Curriculum suggests a room arrangement that can be modified to consider the needs and traffic patterns of an educator's unique classroom, living room or learning environment. Most importantly, we encourage teachers to create a range of places where children can run, climb and be active with peers or cool off and settle down in a small cozy place.

Special places to set up in the learning environment include:

- Active areas
- Passive or quiet areas
- Wet play areas
- Dry play areas
- Large group space
- Small cozy spaces
- Learning areas with intentional resources available for children

An environment layout helps children know what to do and where to do it. It supports attention span and a child's emerging ability to take responsibility as he selects activities, explores, plays and then puts away materials (Mooney, 2000).



Room layout found in the 'Getting Started' booklet

An environment layout helps children know what to do and where to do it.

ENVIRONMENT DESIGN

Encourages choice and independence

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- **Encourages choice and independence.**
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Young children benefit from an environment where they can make choices about their learning and can try out and explore different roles, responsibilities, emotions and problem solve through play (Gaskins & Miller, 2009). We believe that children are active participants in their learning journeys and should be given independent access to materials as well as space to interact with others.

Learning Areas

Learning areas are special places designated within a room or classroom where children can independently go and touch, look, build, create, role-play and initiate conversations with friends. When educators offer children choices, especially about learning activities, they feel more positive about their work and, at the same time, feel less anxiety. Choices allow children to reach self-determined goals, sparking and maintaining children's motivation, which is critical to learning (Schiller, 1999). Experience Curriculum provides ideas for the following activity areas: Art Studio, Math, Library, Sensory, Science, Writing, Dramatic Play, Manipulative, Outdoor, Blocks, Quiet and Music.

Whatever is planned must be flexible and changeable depending on the needs of the children and opportunities unseen during initial planning. A complex part of planning the physical environment is coordinating the learning areas. Learning areas are often permanent places in the room, with materials that change according to changing themes. An environment that encourages flexibility and spontaneity for children's play is essential for healthy brain development (Black & Hazen, 1990).

We include daily activity area set-up ideas to help educators set up their learning areas in ways that allow children to extend group learning and freely play, build relationships, try on new roles, and invent individual ideas. Throughout Experience Curriculum Teacher Guides, we offer tips and tools for how to extend learning activities or repurpose small group materials into open learning areas.

Activity Area setup suggestions

BLOCKS
Nest Building
MR 7 Logic & Reasoning, SS 4-5 Arts, PE 5-6 Physical Education

Can you make a safe nest?

Set Up
• Set out blocks, nature items, scrap paper and other materials that can be used to build a nest. Invite children to visit the block area throughout the day and add items to the group "nest." If desired, set out nonfiction books about nests or print off photos of nest and place in the block area.

Big Questions
• What animals make nests?
• Where might you find a nest?
• What do birds use to make a nest?
• How could you make a nest that can safely hold eggs?

DRAMATIC PLAY
Egg Hatching
SO 2 Animal & Earth Science, CA 4 Drama

How does an animal protect the baby inside?

Set Up
• Set out lamps, fabric, baskets and toy eggs filled with small toy animals. Invite children to build nests and "lay" the eggs to them. Encourage them to take care of the eggs throughout the day and make sure they are warm and cozy under the lamps.

Big Questions
• What animals hatch from eggs?
• Why might it be difficult for a baby bird to hatch?
• What do you think an egg needs to hatch?
• How can you take care of an egg? How can you take care of a bird?

Set up Your Activity Areas

Depending on your space, you may only have room to set up two or three activity areas at a time. Be creative with your space. Outdoors can make a fascinating science lab. Tables can be art studios or even become underwater caves. Most importantly, create tidy and cozy places where children want to visit and explore their imaginations during free-play time. Put a few props in each area to encourage play. Be careful to not over-clutter these places.



- Books
- Puppets
- Paper
- Envelopes
- Photos
- Stuffed animals



- Paper
- Child scissors
- Crayons and paint
- Easel
- Child-size table and chairs
- Aprons



- Pattern blocks
- Sorting pieces
- Sorting buckets, cups and trays
- Rulers



- Objects that sink or float
- Sand, oats and water
- Sand and water toys



- Found objects from nature (pinecones, rocks)
- Large magnets
- Rulers and simple scale
- Bowls and plastic eyedroppers
- Plants



- Mailbox
- Envelopes
- Paper
- Pencils
- Crayons
- Scissors



- Toy oven and sink
- Table settings
- Dress-up clothes and costumes
- Dolls (multicultural)
- Telephone and phone book
- Vacuum, mop, broom and dustpan
- Cookbook and dishes



- Pegs and pegboard
- Building bricks
- Puzzles
- Tweezers



- Loose letter pieces
- Word Wall Letters & Words
- Letter Games
- Letter Stamps or Magnets
- Playdough



- Blocks
- Wheel toys
- Cardboard pieces
- Toy animals and people



- Sandpaper blocks
- Bells and shakers
- Rhythm sticks
- CDs and player
- Scarves and ribbon



- Recycled materials
- Tape
- Plastic or Paper cups
- Variety of crafting materials
- Writing Materials
- Recycled technology



- CD Player
- Monthly CDs
- Tablet
- Flashlight

Suggestions for Activity Areas found in the 'Getting Started' booklet

To facilitate the growth of independence, we encourage educators to place materials at a child's level so that they can easily find, play and then clean up materials throughout the day during both planned and unplanned activities. We believe that by allowing children to practice skills of independence and responsibility, they build confidence in their own abilities, which leads to their ability to take the risks needed for learning (Fordham & Anderson, 1992; Maxim, 1997).



Leverages indoor and outdoor learning opportunities

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- **Leverages indoor and outdoor learning opportunities.**
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

We believe the outdoor environment supports a sense of wonder and connects children with their world in a way that helps them become stewards of their natural environment. Our curriculum regularly promotes ways in which educators can use the outdoor play area as a fascinating outdoor classroom. Outdoor play encourages children to communicate, express their feelings, discover and investigate the world around them (Guddemi, Jambor, & Moore, 1999). Moreover, outdoor play is an important vehicle for developing self-regulation, language, cognition, and social competence (National Association for the Education of Young Children, 2008).

Carrot Song

If it's a carrot and you know it, Pull it up.
If it's a carrot and you know it, Pull it up.
If it's a carrot and you know it, Then you will see the color orange.
If it's a carrot and you know it, Pull it up.

It is important to teach our children to be good stewards of their natural environment. Experience Curriculum includes a series of thematic studies focused on both nature appreciation and diverse, global ecosystems. These

studies help children begin to understand how they fit within their surrounding environments and how all organisms work together to support life (Bess-Gene, 1993). Song lyrics, storybooks, photos and feel bag items introduce the sounds, textures, and the beauty of nature for the purpose of igniting a child's sense of wonder.

Within all thematic studies, Experience Curriculum incorporates ideas for how teachers can spark children's curiosity and support healthy development and discovery of the outdoors so that children can learn to appreciate and respect their environment (Miller & Almon, 2009). We encourage the incorporation of items found in nature as a regular material in both free play and more structured activities.

Experience Curriculum Thematic Studies about Nature and Global Ecosystems

NATURE/SCIENCE

- A to Zoo
- Baby Animals
- Bees & Butterflies
- Birds & Eggs
- Bubbles, Boats & Floats
- Bug & Crawly Things
- Cozy Winter Senses
- Dinoland
- Down on the Farm
- Garden Treasures
- Habitats & Homes
- Orchard Harvest
- Science Lab
- Weather & Seasons

GLOBAL ECOSYSTEMS

- EcoVenture
- Experience the Rainforest
- Going on Safari
- Ice Castles (Arctic)
- Island Treasure
- Let's Go Camping
- Ocean Dive
- Pond Life
- Space & Sky
- Winter in the Woods

Outdoor Discovery



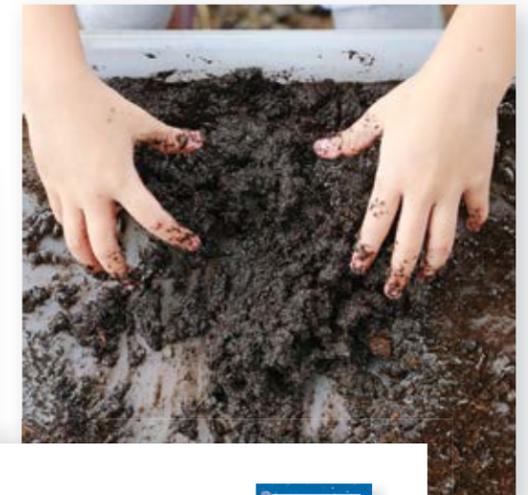
DRAMATIC PLAY
Butterflies in the Rainforest
SCI 2 Natural & Earth Science PD 2 Fine Motor

Set Up

- Hang and drape green streamers in the dramatic play area. Set out blue half sheets of paper and scissors for children to create their own blue morpho butterflies. Encourage children to hide their butterflies in the rainforest.

Big Questions

- Where do you think blue morpho butterflies live?
- What shapes and sizes are butterflies?
- How can they be camouflaged?
- Do you think they have a butterfly house in the rainforest?



Mixing Station
PD 2 Fine Motor SCI 1 Investigation & Inquiry

Set Up

- Set up a mixing station outside with flour, salt, sand, water, utensils, and bowls. Encourage children to explore mixing the materials together.

Big Questions

- What kinds of things do you mix together?
- Once you mix something together, can you separate them?
- What happens when you mix a solid (sand) and a liquid (water)?
- What are more ways to mix materials together?

Activities using items from nature



Pounding Colors
SCI 3 Physical Science SCI 4 Technology

Set Up

- Gather leaves, flower petals and other colorful nature items. Place the nature items on a hard surface, then cover them with a lightly colored fabric. Tape down the fabric, if necessary.
- Encourage children to wear safety goggles and pound a child-safe mallet on the nature items until they stain the fabric. What do they want to do with the fabric and nature items?

Big Questions

- What do you think will happen to the fabric? What might you see?
- What happens when you pound the mallet softly? Hard?
- Which nature items create color and interesting designs?



SCIENCE & NATURE
Building Bugs
CA 3 Visual Arts PD 2 Fine Motor

Set Up

- Set out pictures or books that have photos of bugs and butterflies. Set out a tray and bowls of different nature items (rocks, sticks, leaves, acorns, etc.). Encourage children to explore building a bug/insect on the tray using the nature items.

Big Questions

- What are the parts of an insect?
- What shapes do you notice?
- What is your favorite insect?
- How could you make a butterfly?

ENVIRONMENT DESIGN

Includes developmentally appropriate learning materials

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- **Includes developmentally appropriate learning materials.**
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- Reflects diversity.

Environment Design includes Developmentally Appropriate Learning Material.

Children learn by acting on their environment. In accordance with the work of Jean Piaget (1950), Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences. Experience Curriculum encourages educators to set up the environment to allow hands-on discovery across all domains of learning.

Experience Curriculum connects lesson plan activities with intentionally curated collection of COREtools. These supporting materials help educators bridge the gap between theory and practice. Our lesson plans clearly identify techniques on how to link skills with play-based experiences. We include a set of hands-on materials to help educators spend more time observing and individualizing curriculum than finding and preparing materials. We encourage educators to complement the included materials with commonly found or recycled materials in the child's immediate environment so that children can have authentic experiences connected to their everyday realities.

Each thematic study includes the same collection of COREtools but is uniquely designed to connect to the theme. Experience Curriculum group and child materials include storybooks with props, large photos, math manipulatives, puzzles, folder games, music CDs, journals, diverse art supplies and more. COREtools emphasize hands-on learning across multiple domains and also support educators in building developmentally appropriate collections of teaching tools that support development within each domain throughout the year.

Experience Curriculum COREtools support skill-based learning through play, art and discovery. The combination of these and the Experience Preschool lesson plan book helps educators bridge the gap between theory and practice.

Examples of COREtools designed to coordinate with each thematic study and integrate skills



Social-Emotional

SED 1 Self-Awareness	1a Knows self and increases confidence
	1b Expresses curiosity, preference and initiative
SED 2 Self-Regulation	2a Identifies emotions
	2b Manages feelings and behavior
	2c Follows routines and transitions
SED 3 Attention & Persistence	3a Attends and engages
	3b Shows flexibility and inventiveness
SED 4 Social Relationships	4a Develops relationships with adults and peers
	4b Participates cooperatively in groups
	4c Identifies and respects differences in others



Physical & Motor

PD 1 Self-Awareness	Builds strength, coordination and balance of large muscles
PD 2 Self-Regulation	Builds strength and coordination of small movements
PD 3 Attention & Persistence	Demonstrates safe practices
PD 4 Social Relationships	Implements self-help routines for hygiene and dressing
PD 5 Nutrition	Follows healthy nutrition routines





Language & Literacy

LLD 1 Listening	1a Understands and interprets language (both words and gestures)
	1b Follows directions
LLD 2 Communication	2a Uses language to express ideas
	2b Uses conversational skills
	2c Uses and expands vocabulary
LLD 3 Phonological Awareness	Hears small units of sound
LLD 4 Alphabetic Knowledge	4a Identifies letters and words
	4b Makes letter-sound connections and decodes words
LLD 5 Concepts of Print	Uses print concepts and explores books and other text
LLD 6 Reading Comprehension	6a Responds to text
	6b Retells, asks and answers questions about a text or story
LLD 7 Writing	Uses writing to represent meaning



Math & Reasoning

MR 1 Number Sense	1a Identifies numerals
	1b Determines quantity
	1c Understands operations
MR 2 Spatial Awareness	2a Understands how objects move in space
	2b Determines object location
MR 3 Shapes	Identifies shapes and their characteristics
MR 4 Measurement	4a Estimates and measures
	4b Compares and seriates
MR 5 Patterns	Identifies, reproduces and creates patterns
MR 6 Classification	Matches and sorts
MR 7 Logic & Reasoning	Recalls info, builds memory, reasoning and problem-solving



Science

SCI 1 Investigation & Inquiry	Observes, inquires and investigates
SCI 2 Natural & Earth Science	2a Understands living and nonliving things
	2b Demonstrates knowledge of Earth's environment
SCI 3 Physical Science	Explores forces, motion and physical properties of materials
SCI 4 Technology	Uses tools and technology to performs tasks



Social Studies

SS 1 Culture & Community	1a Identifies community and family roles
	1b Explores cultures and traditions
	1c Respects diversity
SS 2 Civics & Economics	2a Follows rules, limits and expectations
	2b Understands concepts of money and economics
SS 3 Geography	Identifies types of places and interacts with maps
SS 4 History & Sense of Time	Develops sense of time



Creative Arts

CA 1 Music	1a Expresses through music
	1b Develops rhythm and tone
CA 2 Dance & Movement	2a Expresses through dance
	2b Develops movement techniques
CA 3 Visual Arts	3a Expresses through 2D and 3D visual art
	3b Develops visual art techniques
CA 4 Drama	4a Participates in dramatic and symbolic play
	4b Uses and creates props to represent other objects or ideas



Adapts to be developmentally appropriate

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- **Adapts to be developmentally appropriate.**
- Uses technology to support discovery and learning.
- Reflects diversity.

Open-ended materials allow educators and children to make modifications to best fit a child's goals and developmental level. Experience Curriculum thematic kits include a diverse collection of materials and manipulatives. Within the Experience Preschool and Experience Toddler Teacher Guides, suggestions are embedded on how to add to the art supplies, modify the manipulatives or experience the games in order to offer more support or extend choice and independent challenge. The Little Goose supplemental guide offers detailed explanations on how to modify the use of materials so that they are safe and appropriate for younger children and those with developmental needs.

Dirt Writing

LLD 7 Writing PD 2 Fine Motor

- SUPPLIES FOR EACH CHILD**
- Nametag
- YOUR SUPPLIES**
- Crayons
 - Tray of soil
 - Brown paint

- Discuss & Explore**
- What can you draw in soil? Invite children to explore drawing letters, numbers, shapes, or their own designs in the soil.
- Play Together**
- Invite children to write their names on a Nametag.
 - Encourage each child to dip his pointer finger in brown paint and trace over his letters.
 - **Simplify:** Write the child's name on the Nametag and encourage him to trace his letters with paint.
 - **Challenge:** Encourage the child to write his last name on the back of the Nametag.

A For children with tactile challenges, see "Adaptations"

OBSERVE: Did the child write all the letters in his first name? Did he carefully trace his letters with paint?

The Little Goose supplemental guide offers detailed explanations on how to modify the use of materials so that they are safe and appropriate for toddlers or children who have developmental delays.

Dirt Writing

SKILLS LLD 7 WRITING PD 2 FINE MOTOR

- SUPPLIES FOR EACH CHILD**
- Nametag
- YOUR SUPPLIES**
- Paintbrush
 - Page protectors
 - Marker
 - Dirt or sand

Set Up

- Write the child's name on the Nametag and put it into a page protector.

Play Together

- Invite the child to help you sprinkle dirt over his Nametag.
- Encourage him to wipe away the dirt with a paintbrush.
- If desired, encourage him to trace over the letters in his name.

Did the child make marks in the dirt with the paintbrush? How did the child hold and control the paintbrush?

Ideas for scaffolding embedded throughout the Experience Preschool Teacher Guide



Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer art supplies to be used in a variety of ways according to the imagination and developmental level of the child. Many art projects are open-ended and encourage children to collage, cut and explore the various textures and artistic techniques.



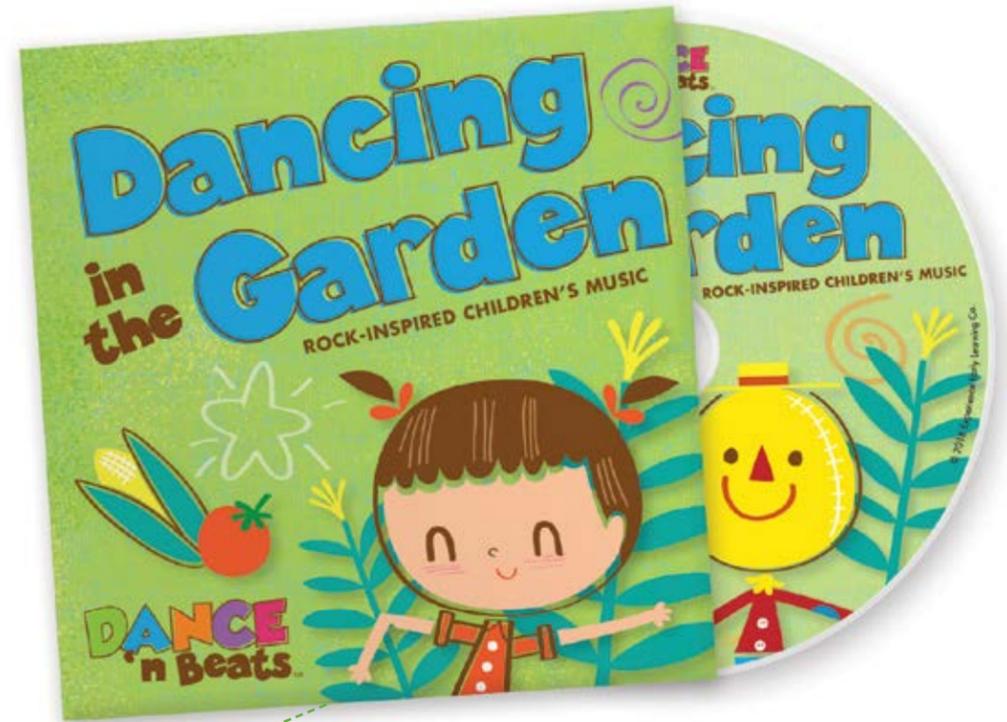
Other projects invite children to make their own dramatic play props, instruments or games. These projects encourage children to use problem-solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the lesson plan book, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband, or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).

Uses technology to support discovery and learning

Experience Curriculum supports educators in designing an environment that:

- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- **Uses technology to support discovery and learning.**
- Reflects diversity.

Technology offers children the tools and information they need to explore math and science connections in the real world from a more global perspective (Ronis, 2008). When used effectively, technology can support learning across multiple domains and provide children with access to new skills and new content. The technologies that benefit young children the greatest are those that are interactive and allow the children to develop their curiosity, problem-solving and independent thinking skills. (Perry, 2005). We provide many online resources that support our curriculum and extend classroom experiences. We encourage educators to use technology in a way that expands, enriches, and individualizes the overall experience with the curriculum. We encourage the exploration of various forms of technology in our lesson plans while considering the fact that all of our teachers and families may not have access to the same types of resources.



We create technology resources that invite children to explore music and creative arts. We write and produce our own original CD of children's music to complement each Experience Curriculum theme.

We integrate technology to encourage mental and physical fitness. Our Dance 'n Beats supplemental program is a research-based movement program that helps children learn 21 movements that increase muscle control, encourage physical fitness, and foster a joy for learning.

We encourage children to explore everyday technology woven into thematic studies. They explore kitchen tools, clocks, light and shadow, ramps and simple machines.



ENVIRONMENT DESIGN

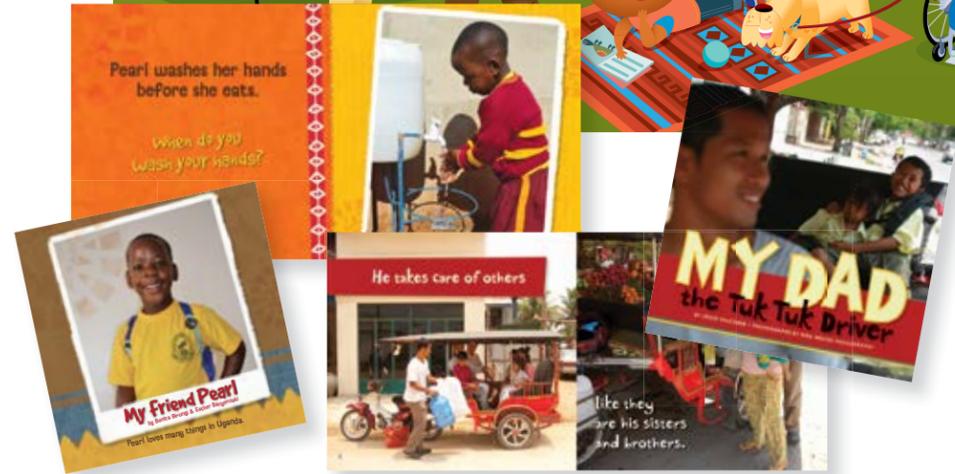
Reflects diversity

Experience Curriculum supports educators in designing an environment that:

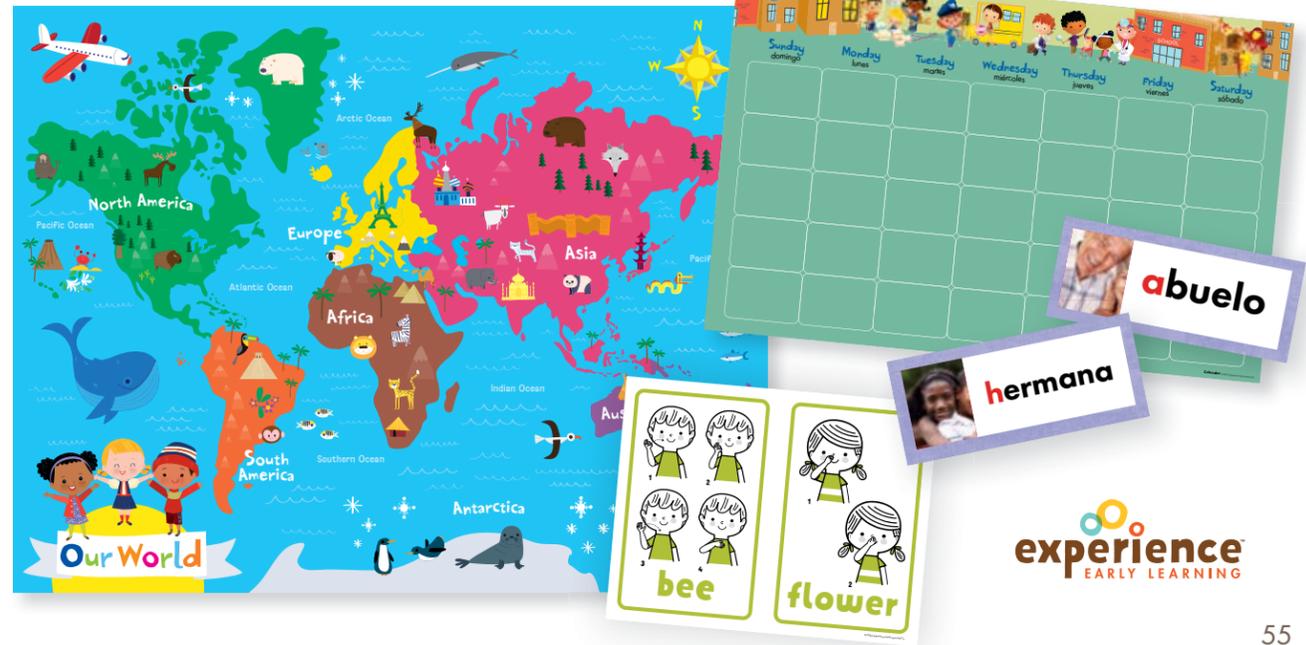
- Allows for quiet and active exploration.
- Encourages choice and independence.
- Leverages indoor and outdoor learning opportunities.
- Includes developmentally appropriate learning materials.
- Adapts to be developmentally appropriate.
- Uses technology to support discovery and learning.
- **Reflects diversity.**

Intentionally chosen materials that reflect diversity build tolerance and a culture of respect for differences. Through Experience Curriculum, children are exposed to the diversity of people, places and cultures through photos, storybooks, and illustrated resources. Diversity connects to one's ethnicity, culture, religion and beliefs, biology and special needs. We represent diversity in all of our teaching materials, and also intentionally include world discovery as a component in our lessons, included books and music production. By learning to respect and appreciate diverse cultures and people, children build self-confidence and better understand how they fit in their expanding world (Rogoff, 2003; Charlesworth, 2008).

We believe that a key element in designing a safe and caring environment is to intentionally invite children and their families to tangibly present and display their values, beliefs and traditions within the classroom experience. Positive teacher-family relationships result when there is mutual respect and the exchange of ideas (Copple & Bredekamp, 2009). Concurrently, we teach children to value and respect differences. We include experiential activities in all of our guides to show teachers how to introduce children to second language learning, explain why and how children use American Sign, explore multi-cultural traditions, and show photos and illustrations of children with biological and physical differences as well as children from diverse races and cultures. Experience Curriculum encourages room setup to incorporate these components and we provide materials within our thematic study kits to reflect and celebrate diversity.



We represent diversity in all of our teaching materials, and also intentionally include world discovery as a component in our lessons, included books and music production.





Routines

Young children flourish in environments that create routine and where the daily schedule includes large group, small group, and individual discovery experiences. We believe children have a greater chance of success in learning when offered a variety of experiences with a balance of both teacher- and child-initiated activities. We encourage flexibility of routine to allow time for children to lead the depth and direction of investigation.

Within each Experience Curriculum activity, educators follow a routine of first asking children to share background knowledge and individual curiosities; then while exploring the activity, the teacher guides them in making connections and reflecting on learning. Experience Curriculum also offers many creative ways for educators to create smooth transitions throughout the day to encourage a child's sense of self-direction and regulation. A child's ability to manage oneself and have self-control over their actions and emotions is essential for competent functioning throughout life (Shonkoff & Phillips, 2000).

Routines encourage a child's sense of ownership and belonging within a community. Experience Curriculum helps educators implement routines and opportunities for children to be meaningful contributors to the learning community and environment.

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

ROUTINES

Balance teacher- and child-initiated activities

Experience Curriculum helps educators establish routines that:

- **Balance teacher- and child-initiated activities.**
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Children benefit from a balance of teacher- and child-initiated activities. Both free play and “structured” play (where teachers purposefully design play experiences to support specific learning goals) are equally important for this age group (Diamond, Barnett, Thomas, & Munro, 2007). The Experience curriculum model encourages a daily routine that is both predictable in its sequence and flexible for the amount of time spent in each part of the day. The lesson plans present a collection of activities and projects which can be integrated throughout various parts of the day.

An age-appropriate schedule for preschoolers is built around large blocks of time during which children move freely about the classroom, self-selecting activities in which to engage alone or with others. Allowing children to choose the activities in which they will participate promotes enthusiasm for school, self-confidence, and creativity (Hirsh-Pasek, 1991).

Picture Schedules help children understand what will come next and invite them to participate in the flow of the day. A daily schedule includes time for naps, meals, free play in centers, group time, outdoor time and small group projects or workshops.

The role of the educator is one of coach, mentor and researcher. Whether the activity is planned by the teacher or initiated by the child, educators should engage with children similarly:

- Ask open-ended questions that encourage children to make connections and explore multiple correct answers.
- Offer concrete materials that children can manipulate to construct personally meaningful knowledge.
- Use redirection, positive reinforcement and encouragement to guide positive social behavior and self-regulation.

FULL-DAY SCHEDULE

Arrival - 8:30 am	Meet and greet Welcome each child. Encourage free exploration of activity areas.
8:30 - 9 am	Circle Time Children sit in a large group and discuss the questions of the day. Children explore the weather and calendar then participate in a Community Challenge.
9 - 10 am	Free play and centers Children explore the activity areas and build with blocks, make art, play dress-up or choose books to explore.
10 - 10:15 am	Snack Children participate in snack prep, handwashing, serving and clean-up.
10:15 - 11:30 am	Small group and centers While a few children participate in the activities from the Teacher Guide with you, others play freely in the activity areas while waiting for their turn.
11:30 am - 12:30 pm	Outside play Children participate in active play outdoors.
12:30 - 1 pm	Lunch Children participate in food preparation, handwashing, serving and clean-up. Family style meals are a great way to expose children to social, mathematic and language skills.
1 - 3 pm	Rest time Provide quiet activities, such as soothing music, low lights, books or individual toys that create a restful ambiance.
3 - 3:15 pm	Snack Children participate in snack prep, handwashing, serving and clean-up.
3:15 - 3:45 pm	Story time Explore books, letters, rhymes and storytelling. Use your own books or the included books in your Experience Preschool Curriculum.
3:45 - 4:30 pm	Outside play Children participate in outdoor activities and experience nature in play. Bring “indoor” materials outside to blend the indoor/ outdoor experience.
4:30 - 5 pm	Music closing time Children participate in the closing song and reflect on the day’s activities.

Whether an educator runs a full-day, half-day or 2-3 day program, Experience Curriculum is flexible to meet a variety of scheduling needs while ensuring time for children to freely explore and investigate learning through unplanned experiences.



Found in the 'Getting Started' booklet

HALF-DAY SCHEDULE

Arrival - 8:30 am	Meet and greet
8:30 - 8:45 am	Circle Time
8:45 - 9:45 am	Free play + STEAM Stations
9:45 - 10 am	Snack
10 - 11 am	Small group + table top + choice time
11 - 11:30 am	Outside play
11:30 - 11:45 am	Music closing time

ROUTINES

Allow for individual, small and large group learning

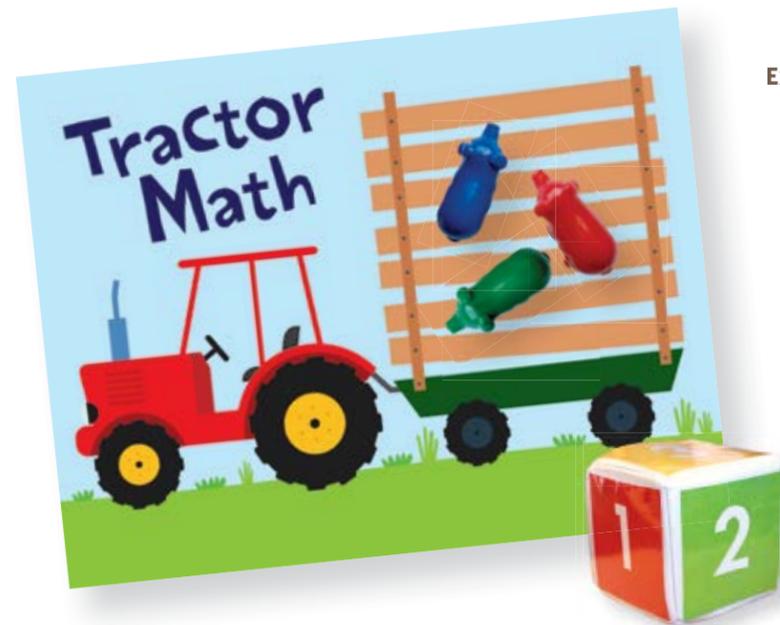
Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- **Allow time for individual, small and group learning.**
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Social, physical, cognitive and language skills are stimulated in complementing ways through a variety of individual, small and large group settings. Within each of these settings, we recommend that educators actively observe their children and follow the child's lead on how to extend the activity and how much time to allow for each activity.

Large Group Learning

Circle Time and Closing Circle routines bring children together to share experiences from home. They sing songs, dance, observe the weather, talk about the day of the week and reflect on past learning.



Example of small group activity

Tractor Math Game

MR 1 Number Sense MR 6 Classification

SUPPLIES

- Tractor Math Game
- Cube Cards: 1-6*
- Pig counters*

YOUR SUPPLIES

- Pocket Cube
- Tray

Set Up

- Set out the Tractor Math Game, Pocket Cube with inserted Number Cards 1-6 (or tape onto sides of box) and pig counters on a tray.

Independent Play

- Take turns rolling the cube and putting that same number of pigs in the cart.
- Continue until all the pigs are in the cart.
- For more of a challenge, encourage children to roll twice and add the total amount of pigs together.

OBSERVE: Does the child count out the pigs and place them on the cart? Does she match the number on the card to the number of pigs?

Small Group Learning

Small group activities include logic games, science experiments, literacy activities, math games and manipulative exploration. Small group activities build skills in all domains while also encouraging children to cooperate, share, take turns, listen and communicate with kindness.

Individual Learning

Individual activities include art projects, journals, and independent play in activity areas. Throughout the curriculum, we recommend that educators take many of the tools and manipulatives introduced during small group time and set them out for children to freely explore during independent discovery time.

Pick Me

LLD 7 Writing PD 2 Fine Motor SED 4 Social Relationships

SUPPLIES

- FOR EACH CHILD**
- Nametag
- YOUR SUPPLIES**
- Markers
- Tape
- Scissors

Discuss

- What is your name?

Independent Play

- Give each child a Nametag and ask him to write his name on it. Some children may need help.
- Invite him to read his name then tape the Nametag to the wall. (If you work with one child, write the names of other family members on extra Nametags.)
- After the Nametags are on the wall, encourage children to pretend the Nametags are apples on a tree.
- Encourage a child to pick an apple (Nametag) then help him read the first letter printed on it.
- Put the Nametags (apples) back on the wall to make a tree. If desired, use paper bags to create a trunk and green paper for a treetop.

OBSERVE: Does the child write her name?

Example of one-on-one activity



GREETING SONG

Sing the same song to open your group each day. This signals to the children that it is time to begin. Find a song that works for you or use the Experience Early Learning "Circle Time Song," track 1 on the Circle Time album.

OPENING ACTIVITY

Use the rhyme or song each day to transition your children out of Circle Time and into the daily activities. Repeat the songs throughout the day, if desired, to reinforce the daily topic through rhyme and rhythm.

Circle Time

- Greeting Song
- Weather
- Calendar
- Discussion

- Show the Conversation Poster and ask, "What does your family enjoy doing together?"
- Invite children to talk about what their families do and write down their responses on a large sheet of paper.

COMMUNITY CHALLENGE

Who Shook the Apple Tree?

SED 4 Social Relationships MR 1 Number Sense CA 1 Music

SUPPLIES

- Felt circles

YOUR SUPPLIES

- Tape

Do Together

- What might happen if you shake an apple tree?
- Tape the five felt circles to a nearby wall. Pretend they are apples.
- Insert a child's name into the fingerplay. Encourage that child to remove one apple from the wall at the end of the verse.

WHO SHOOK THE APPLE TREE?

Way up high in the apple tree,

(Reach up with both arms.)

5 red apples smiled at me.

(Wiggle same number of fingers.)

Hannah shook that tree as hard

as she could.

(Shake arms.)

Down came the apples,

(Bend down and wiggle fingers to the ground.)

Mmm...they were good!

(Pretend to eat the apples.)

...4 red apples, ...3, 2, 1

This activity builds relationship skills by participating in a song and following along with the movements as a group.

DISCUSSION

Introduce the topic of the day by asking an open-ended question. Use the question printed in your book to find out what children already know and want to know about the topic. Record this information, if desired, on the back of your daily Conversation Poster. At the end of the day, ask what they learned about the topic and record this on the sheet as well.

WEATHER & CALENDAR

Invite a child to observe the weather and choose one or two weather cards that represent his observations. Clip them to the weather chart. At the end of the week count how many days were sunny, rainy, etc.

Use the calendar and calendar pieces to talk about the days of the week, count numbers, and reinforce patterns.

Circle Time and Closing Circle routines bring children together to share experiences from home.

ROUTINES

Encourage a sense of belonging

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- **Encourage a sense of belonging.**
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Routines that invite children to participate in caring for their indoor and outdoor learning spaces help them to feel connected to their environment. Routines encourage a child's sense of belonging. Learning is a social experience (Vygotsky, 1978). As young children develop, they seek to understand how and where they fit within their immediate environment. We offer educators a "Little Helper" routine to help establish a caring community where children feel they are important contributors to the maintaining of their indoor learning environment. It is important that children understand that they are meaningful contributors to the school family. Meaningful contributors experience greater self-worth and value within. An internal feeling of self-worth extends outward as kindness, sharing and cooperation (Bailey, 2001).

Children also increase their sense of belonging within the environment when they routinely hear their name, see their own photo and images of their family. Activities embedded in each thematic study encourage teachers to use the children's names, photos and invite family to share artifacts or photos from home.

The Experience Preschool Curriculum nurtures the sense of belonging and community each morning during the Community Challenge. This part of the morning routine may include a song that inserts the child's name while singing, a collaborative game or project where the children work together. During these community times as well as during storytimes, children increase belongingness when they see themselves or their home language and traditions represented in the books and stories shared.

Examples of how to create community and stewardship

Why are Little Helper jobs important?

When you include children in the everyday care of your home or classroom, it builds a sense of pride and belonging. Little Helper jobs also teach children that they can take responsibility and contribute in meaningful ways. Invite children to choose their jobs then encourage them in the process and watch their confidence blossom!

Build these skills:

- Social-emotional skills: taking responsibility, following routines, caring and helping others
- Physical skills: coordinating large and small muscles to complete tasks

Create your own Little Helper station!



- Cut the job list off this flyer and hang it on the wall where children can see it.
- Write the name of each child on a clothespin and attach it to assign a task.



- Cut apart the job labels and tape them onto recycled cans.
- Write the name of each child on a craft stick and assign tasks by placing the sticks in the cans.



Found in the 'Little Helper Set' of the Welcome Kit

ROUTINES

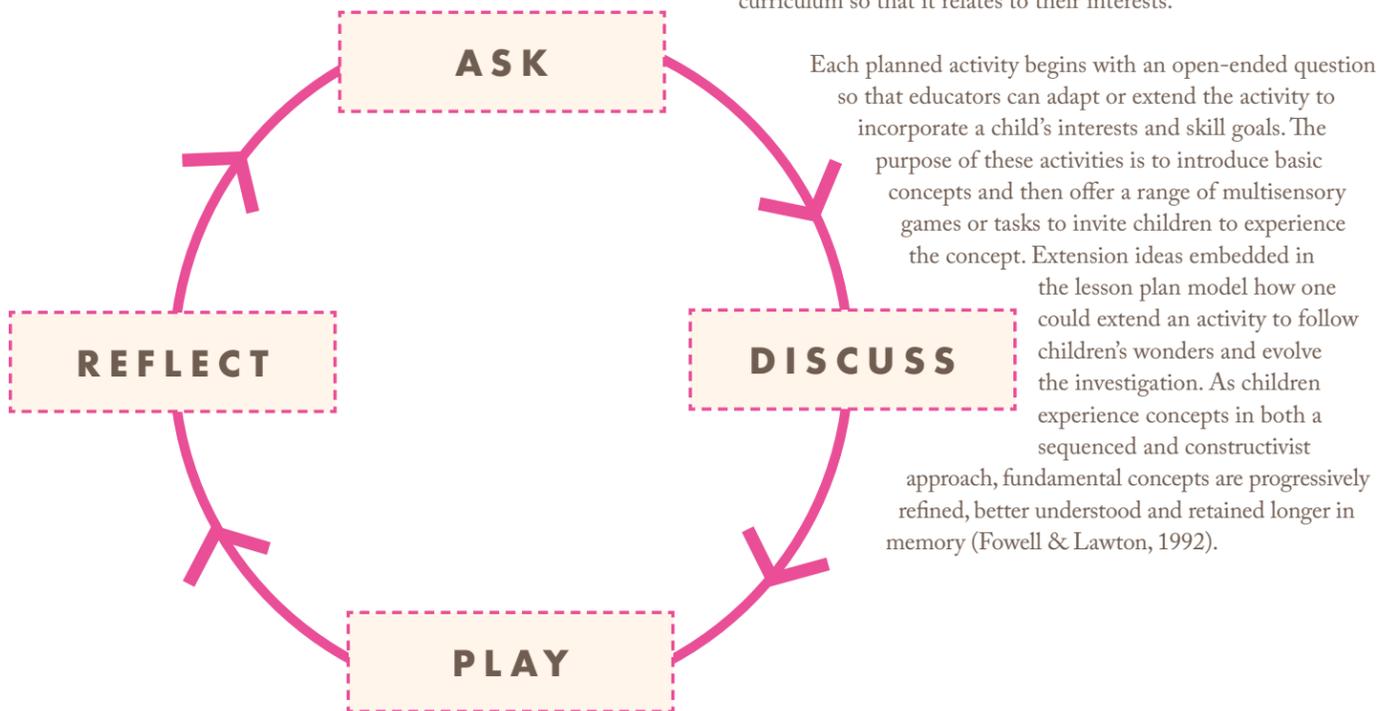
Use questions and reflection to link learning

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- **Use questions and reflection to link learning.**
- Use music and fingerplays to create smooth transitions
- Link unplanned teachable moments to planned experiences.

Learning is an artful process of investigating the surrounding environment, making connections to past experiences, playing with concepts and reflecting on new experiences. Experience Curriculum models how to open and close each activity with a question that stimulates children to share background knowledge, make connections, file new ideas in their minds and reflect on their learning.

This discussion routine helps children link information and experiences to create an ever-expanding knowledge web. Between toddler and preschool years, a child's verbal self offers him a new toolbox for sharing thoughts, ideas and feelings with others (Stern, 2000). Listening and speaking are the primary ways that young children learn new concepts and ideas, and express their thoughts, observations, and feelings (Wright & Neuman, 2009). Young children have many things they may wish to communicate, however, they are met with the frustrating reality of language limitations. Routine discussions invite children to build vocabulary, practice communicative skills, as well as offer educators information about their unique interests, questions and understanding of the world. With this information, educators can help children make connections between activities and individualize the curriculum so that it relates to their interests.



Example page from the Family & Pets thematic study. Discussion questions encourage children to think about personal experiences and then connect and compare to new concepts.

FAMILY & PETS LESSON 6

STEAM STATION DRAMATIC PLAY



SEE PG. 8 FOR DETAILS

SMALL GROUP MATH

Happy Hearts

MR 1 Number Sense SED 4 Social Relationships SED 1 Self-Awareness

SUPPLIES

- Happy Hearts Game & Pieces
- Pocket Cube*
- Cube Cards: 1-6*

YOUR SUPPLIES

- Paper
- Crayons
- Scissors

Discuss & Explore

- What is something that makes you happy? Discuss how when we are kind and share, it makes us and others happy.

Play Together

- Set out the Happy Hearts game board. Give each child a game piece and his matching colored heart cards.
- Insert the Number Cards into the Pocket Cube. Invite one child to roll the cube and move that many spaces.
- Count the hearts on the landing space then give that many heart cards to all the other players.
- Take turns rolling and sharing hearts.
- How many hearts did you collect?
- **Simplify:** Each time the child has a turn, he gives one heart to everyone.
- **Challenge:** Invite the child to sort his hearts by color and see which color he has most.

OBSERVE: Does the child count the number of hearts on the space and share that same number of cards?

SUGGESTED STORY



A Bear Hug for Bunny

by Leslie Falconer

LD 6 Reading Comprehension SED 4 Social Relationships

- Show the cover of the Forest Friends book and read its title aloud. Ask, "How can you be kind to a friend?"
- Give each child a Story Piece to hold. Read the story and invite children to hold up the characters when they are speaking.
- Afterward talk about how Bunny is kind to Bear. If desired, use the Story Pieces to retell the story.

TABLE TOP LITERACY

Happy-Sad Faces

LD 7 Writing MR 6 Classification

SUPPLIES

- Happy Color Charts
- Cube Cards: Happy/Sad
- Pocket Cube*

YOUR SUPPLIES

- Crayons
- Scissors

Set Up

- Insert the Happy/Sad Cards into the Pocket Cube. Tape the Color Charts on the wall.

Independent Play

- Invite child to toss the cube and identify the color and emotion.
- Draw the same emotion face on same colored chart.
- At the end of the day, count the amount of happy and sad faces for each color.

OBSERVE: Does the child hold the crayon with a pincer grip? Does she draw a matching color face?

Closing Time

Reflection

- What could you do to make others feel happy?

MUSIC AND MOVEMENT

Happy Dance

LD 1 Listening SED 2 Self-Regulation

- Draw happy faces on one side of papers and numbers or letters on the other side. Set them out happy face up.
- Play "The Happy Dance," track 4 on the Dancing with My Family CD.
- Invite children to dance around the faces then pause the music. Call on a child to flip over the closest face and identify the concept on the back.

11

DRAMATIC PLAY

Pretend Party

MR 1 Imagination GR 4 Drama

Set Up

- Make a party box filled with birthday party supplies and stuffed animals. Encourage children to decorate and set up a pretend party for one of the stuffed animals.

Big Questions

- Why might someone have a party?
- What do you do at parties?
- How could you make a party special for one of the animals?
- What games could you play at a party?




What do you do at a party?

ROUTINES

Use music and fingerplays to create smooth transitions

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- **Use music and fingerplays to create smooth transitions.**
- Link unplanned teachable moments to planned experiences.

There are many creative ways to help children move from one activity to the next throughout a day. Transitions are times that occur between activities and can disrupt the flow of play. We encourage educators to avoid too many transitions, and give children enough time to become absorbed in their play. Throughout Experience Curriculum, we utilize music, rhymes and dramatic play to transform transitions into teaching moments. Transitions are important times during which children build a sense of self-direction and self-regulation.

Each day follows a similar routine and we use music and rhymes as a cue to trigger 'what comes next.' Each lesson plan day begins with Circle Time, in which the teacher invites children to gather during the Circle Time Song. The song functions as an auditory trigger. We also include a variety of visual aids for educators to show children as visual cues to capture their attention and invite them into new activities. Children come to expect how they will participate in Circle Time as they follow the routine of discussing questions, observing weather and deciding the pattern of calendar cards. Similar routines and transitions are encouraged throughout the day as the educator establishes the daily schedule.

Circle Time Song

- 1-2-3
Come learn with me
- 4-5-6
Calendar and weather pics
- 7-8-9
It's circle time
- Clap clap clap-clap-clap (repeat)
- Jump - jump run in place.
Turn around and then sit down!



Examples of transition songs and rhymes

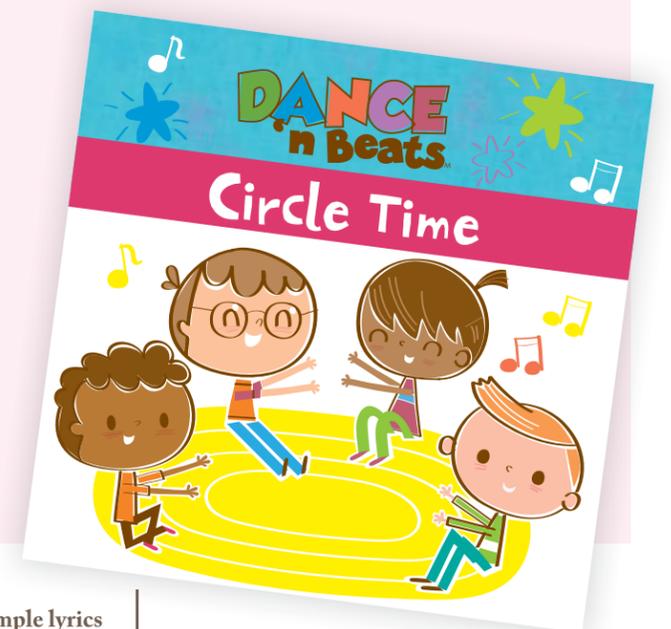
Gather & Dismiss from Group Activities	Little Helper Clean Up Song	Goodbye Song
<ul style="list-style-type: none"> • Sing to the tune of "Row Your Boat," track 9 on the Circle Time album. Invite children to pound on their legs, the floor, table or wall. • Insert a child's name in the song. When the child hears her name, invite her to march around. <p>Pound, pound, pound the drum, Pound it soft or loud. Pound, pound, pound the drum, As Shelly marches around.</p>	<p>I'm a little helper, I can do many helpful things Just for you</p> <p>Ask me and you will see I will do my very best Just for you</p> <p>Helper, helper I'm a little helper</p>	<p>Our day is done It was so much fun Learning with you A doodle-do</p> <p>Now we must say Good bye to the day Good bye to you And you and you</p> <p>A doodle doo A doodle doo Good bye</p>
<ul style="list-style-type: none"> • Invite children to gallop around the room. • Insert a child's name in the rhyme and then encourage her to pretend to fall off the horse. <p>Giddy-up, Horsey, Trot to town. Whoa, Horsey! Julia fell down.</p>		

Example of Closing Time Routine

My Friend Is in the Circle!

- Ask children to share how they learned to make or keep friends.
- Then, encourage them to hold hands and make a circle.
- Ask a child to stand in the middle. (If you work with one child, take turns walking around each other.)
- Sing to the tune of "The Farmer in the Dell," track 23 on the Circle Time album.
- Encourage children to make a circle with their families and sing together at home.

**My friend is in the circle.
My friend is in the circle.
Oh how I love him so,
My friend is in the circle.**



Experience Curriculum offers over 20 fingerplays, rhymes and simple lyrics set to the tune of familiar songs in each lesson plan book. Educators can use these songs to facilitate smooth transitions between activities. Educators also use them to gather and dismiss children. For example, by inserting the name of a child into a rhyme or song a child will be prepared to know how to manage his behavior to support the group transitions.

ROUTINES

Link unplanned teachable moments to planned experiences

Experience Curriculum helps educators establish routines that:

- Balance teacher- and child-initiated activities.
- Allow time for individual, small and group learning.
- Encourage a sense of belonging.
- Use questions and reflection to link learning.
- Use music and fingerplays to create smooth transitions.
- **Link unplanned teachable moments to planned experiences.**

Teachable moments are important for children because they provide natural, meaningful contexts to reinforce the skills or concepts presented in planned activities. A teachable moment is an unexpected event during the day that an educator can use as a learning opportunity. Examples include the realization of a lost toy, a child's story from a home experience, a child's observation of a natural phenomenon, or a challenge in getting coats and shoes on to go outside. An educator identifies teachable moments by observing and listening to children, following their leads and looking for interesting occurrences.

Routines that are flexible allow educators and children to share special unexpected moments and to leverage them to create even greater meaning in the planned experiences. Educators can help children make connections between unplanned teachable moments and planned teachable moments. Make notes in the lesson plan book on the teachable moments from the day, and intentionally incorporate these interests into the lesson planning for the coming days. Begin by reformulating the open-ended questions that lead into the planned activities to better connect the unplanned teachable moment to the planned activity. For example, a child noticed a snail on a leaf in the school garden. Today's planned activity was to talk about road safety. Before sharing together in the planned activity, set up the activity by asking questions such as: How fast do you think a snail moves? How does his speed compare with a car's speed? When do you think it would be safe for the snail to cross the road? When do you think it would be safe for you to cross the road?

Teachable moments frequently occur during self-help and meal time routines. Allow for extra time so that children have ample opportunity to explore and discover during these times.

Examples of teacher notes for linking an earlier, unplanned activity to planned experiences



Road Safety

SS 2 Civics & Economics SED 4 Social Relationships PD 1 Gross Motor

SUPPLIES

- Circle Time album

YOUR SUPPLIES

- Masking tape

Discuss

- What should we do to be safe on the road?

Explore

- Use masking tape to create an oval path (pretend road).
- Play a song from the Circle Time album and invite one child to walk on the road and pretend to be a type of vehicle (truck, bus, race car, motorcycle, tractor, bicycle, etc.).
- As the first child comes around ask another child to join and "share the road." (If you work with one child, you pretend to be a second vehicle.)
- Continue inviting more and more children to share the road. Discuss how to move safely.

How fast do you think a snail moves? When is it safe for a snail to cross the road?

What might happen if a snail crawled onto our road? What would we do next?

OBSERVE: Does the child stay on the tape line while walking? Does the child share with another when joined on the road?

What can we add to our block area to be pretend snails?

Tire Tracks

CA 3 Visual Arts PD 2 Fine Motor SCI 3 Physical Science

SUPPLIES

YOUR SUPPLIES

- Toy vehicles with a variety of tire treads
- Paper
- Paint

Discuss

- What has wheels?

Independent Play

- Invite the children to compare the tire treads on the various toy vehicles.
- Encourage the children to run a vehicle through the paint and then roll it on the paper to make tire tracks.
- Use the various tire tracks to make designs on the paper.

How might a snail track look? How can you make that on your paper?

OBSERVE: Does the child use the vehicles to make a variety of tracks?

Self-Help Routines

Be sure to include time in your routines for children to help themselves. Offer more time for clean-up, bathroom breaks, getting ready to play outside, etc. Children develop social, emotional, communication and reasoning skills as they use self-help skills. This is an important and natural time for young children to learn and apply skills.

Mealtime Routines

Use the "teachable moments" that naturally arise during eating times to expand children's learning and thinking. Engage children in the planning, prep, serving and clean-up of meals. Encourage children to take the lead on the topic of conversation as they sit and eat with you or their peers. Be responsive to their inquiries. Encourage social skills and promote manners.



Assessment

We believe that young children learn through experience and participation. Likewise, assessment of young children should be play-based and observed in the natural flow of the day. As children play, create, discover and explore with Experience Curriculum, educators can record their learning and validate their observations by saving child work samples.

The purpose of assessment is to inform the planning of meaningful and developmentally appropriate learning experiences for children (Donovan, Bransford, & Pellegrino, 1999). The Experience Curriculum assessment tools help record observations of individual children and allow the process of their learning to be visible and easily shared with families. Our assessment methods give both parents and teachers the information necessary to move forward in helping each child reach individual goals as well as insights needed to inform instruction and future planning.

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

ASSESSMENT

Observe using authentic strategies

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

Young children construct knowledge through interactive, concrete and hands-on experiences (Bredenkamp & Rosegrant, 1992). Likewise, we believe that assessment of young children should be play-based and observed in the natural flow of the day. Authentic assessment uses documentation gathered during everyday experiences to chart learning over time.

Experience Curriculum offers a linked assessment system. This means that assessment and curriculum planning are aligned. Experience Curriculum's lesson plans clearly identify which skills are integrated within a given learning activity. As children participate in the activity, educators observe the child's use of the identified skills and document their observations with anecdotes, work samples and progress monitoring reports.

Because the system can be used for children who developmentally function between birth and 8 years of age, it can be used in classrooms that serve children with a wide range of developmental goals and needs. Experience Curriculum recognizes that each child is unique and develops at his or her own rate. A child may master certain skills quickly, while taking more time to master others.

Example of documenting a child's learning with Experience Curriculum



Teacher photographs the child during participation in an activity

Teacher writes anecdotes

Shows control and tripod grip of marker. PD 2
Writes letters by tracing the line. LLD 7
Models how to write to younger child. SED 4



Demonstrates alphabetic knowledge by naming each letter. LLD 4



Shows and helps younger child hold the marker. SED 4, PD 2



Carefully holds down the paper for the younger child. SED 4, PD 2

Pet Paths

LLD 4 Alphabetic Knowledge LLD 7 Writing PD 2 Fine Motor

SUPPLIES FOR EACH CHILD

- I Can Write

YOUR SUPPLIES

- Colored pencils/crayons

Discuss

- What is your favorite animal? How does this animal move?

Explore

- Give each child an I Can Write sheet.
- Invite him to turn it to the side with the pictures and paths.
- Encourage each child to follow the lines with a crayon. Which pictures could be pets?
- Invite children to turn the paper over and practice writing letters.
- Set out extra paper and encourage children to freely write paths or letters.

OBSERVE: Does the child stay on the tape line while walking? Does the child share with another when joined on the road?

Developmental Continuum

Individual children develop at a unique pace.		Infant	Toddler	Preschool				
Standard	Skill / Skill Code	Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	
Social & Emotional Development	SED 1 Self-Awareness	Knows names of all individuals who appear in photos or on video.	Recognizes self in photos or on video.	Recognizes self in photos or on video.	Recognizes self in photos or on video.	Recognizes self in photos or on video.	Recognizes self in photos or on video.	
	SED 2 Self-Regulation	Identifies feelings and engages behavior in their presence. Shows self-control and ability to follow the needs, wishes or requests of others.	Collaborates with others to complete a task. Shows self-control and ability to follow the needs, wishes or requests of others.	Collaborates with others to complete a task. Shows self-control and ability to follow the needs, wishes or requests of others.	Collaborates with others to complete a task. Shows self-control and ability to follow the needs, wishes or requests of others.	Collaborates with others to complete a task. Shows self-control and ability to follow the needs, wishes or requests of others.	Collaborates with others to complete a task. Shows self-control and ability to follow the needs, wishes or requests of others.	
	SED 3 Attention & Persistence	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.	Remains on task for a period of time. Shows persistence in completing a task.
	SED 4 Social Relationships	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.	Engages in social interactions with others. Shows interest in others and responds to others' actions.
	SED 5 Physical Development	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.	Shows and helps younger child hold the marker.
Language & Literacy Development	LLD 1 Listening (Receptive Language)	Understands and responds to simple language.	Understands and responds to simple language.	Understands and responds to simple language.	Understands and responds to simple language.	Understands and responds to simple language.	Understands and responds to simple language.	
	LLD 2 Communication (Expressive Language)	Uses words and gestures to communicate.	Uses words and gestures to communicate.	Uses words and gestures to communicate.	Uses words and gestures to communicate.	Uses words and gestures to communicate.	Uses words and gestures to communicate.	
	LLD 3 Phonological Awareness	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.	Identifies and manipulates sounds in words.
	LLD 4 Alphabetic Knowledge	Identifies and names letters.	Identifies and names letters.	Identifies and names letters.	Identifies and names letters.	Identifies and names letters.	Identifies and names letters.	Identifies and names letters.
	LLD 5 Concepts of Print	Understands the direction of print.	Understands the direction of print.	Understands the direction of print.	Understands the direction of print.	Understands the direction of print.	Understands the direction of print.	Understands the direction of print.
Reading Comprehension	LLD 6 Reading Comprehension	Understands the meaning of simple text.	Understands the meaning of simple text.	Understands the meaning of simple text.	Understands the meaning of simple text.	Understands the meaning of simple text.	Understands the meaning of simple text.	
	LLD 7 Writing	Writes simple words and sentences.	Writes simple words and sentences.	Writes simple words and sentences.	Writes simple words and sentences.	Writes simple words and sentences.	Writes simple words and sentences.	
	LLD 8 Number Sense	Understands simple counting and number.	Understands simple counting and number.	Understands simple counting and number.	Understands simple counting and number.	Understands simple counting and number.	Understands simple counting and number.	Understands simple counting and number.
LLD 9 Spatial Awareness	Understands simple spatial relationships.	Understands simple spatial relationships.	Understands simple spatial relationships.	Understands simple spatial relationships.	Understands simple spatial relationships.	Understands simple spatial relationships.	Understands simple spatial relationships.	

Record child's developmental progress over time

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- Use technology to organize and share documentation.

Learning is a process. Research in neurobiology, behavioral science and social sciences highlights the complex nature of development that is both gradual and reflects cumulative influences over time (Bjorklund, 2011). Experience Curriculum follows the Experience Curriculum Developmental Continuum of Skills to connect authentic assessment to the consistent monitoring of progress for children from toddler to Pre-K years. We offer easy-to-use Child Portfolio tools where educators can record data on a child's skill level over time as well as save child work samples. The portfolio skill-tracking sheets define the 35 learning objectives and their developmentally appropriate benchmarks for toddlers, preschoolers and children in Pre-K.

Evaluating Child's Developmental Progress

On-going observation and documentation is a key component to the Experience Curriculum system. As the children engage with the curriculum activities, the curriculum offers educators an "observe" prompt for every activity to support educators in focusing their observation to see the child's demonstration of skill objectives within the activity. The observation prompts also support the teacher in building habits of continuous observation and documentation.

Assessment Star Guide

To ensure educators consistently capture data on the child's development progress at the beginning, middle and end of year, the Experience Curriculum includes the Authentic Assessment STAR system and an Assessment Guide for each thematic study. This guide offers teachers additional support in assessing the child's developmental level on the assessed skills during each thematic study. Teachers are prompted by a star icon next to a daily activity to observe and document during that experience. Educators follow the stars to ensure they document a minimum of 12 skills each month so that quarterly, they cover all 35 skills for each child.

Child Report of Skills

Observation & Documentation Planning Calendar

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
Nest PD 2 Fine Motor SD 2 Spatial Awareness SD 3 Shapes	Egg PD 2 Fine Motor SD 2 Spatial Awareness SD 3 Shapes	Crack a KI PD 2 Fine Motor SD 2 Spatial Awareness SD 3 Shapes	Seed Writing PD 2 Fine Motor SD 2 Spatial Awareness SD 3 Shapes	Feather Drop MR 1 Number Sense MR 2 Spatial Awareness MR 3 Shapes
Bird Mix-Up MR 2 Spatial Awareness MR 3 Shapes	Feather Measure MR 4 Measurement MR 5 Classification	Fly Together SD 2 Spatial Awareness SD 3 Shapes	Bird Claws SD 2 Spatial Awareness SD 3 Shapes	Shake Your Tail Feathers PD 1 Gross Motor PD 2 Fine Motor PD 3 Safety
Birdie Collage MR 3 Shapes MR 4 Measurement	Follow the Pecks SD 2 Spatial Awareness SD 3 Shapes	Eagle Dive PD 1 Gross Motor PD 2 Fine Motor PD 3 Safety	Hummingbird SD 2 Spatial Awareness SD 3 Shapes	Two Chickadees MR 4 Measurement MR 5 Classification MR 6 Measurement
Ostrich PD 1 Gross Motor PD 2 Fine Motor PD 3 Safety	Snowy Shapes MR 3 Shapes MR 4 Measurement	1 Egg, 2 Eggs MR 1 Number Sense MR 2 Spatial Awareness MR 3 Shapes		

Plan for assessment and record observations in both group and individual assessment forms.

GROUP OBSERVATION FORM

MONTHLY SKILLS

CHILD'S NAME	SED 1 Self-Awareness	SED 3 Attention & Persistence	SED 4 Social Relationships	PD 1 Gross Motor	PD 2 Fine Motor	LD 1 Listening	LD 3 Phonological Awareness	LD 4 Alphabetic Knowledge	LD 7 Writing	MR 1 Number Sense	MR 2 Spatial Awareness	MR 3 Shapes	MR 4 Measurement	MR 5 Classification	MR 6 Measurement	SC 2 Natural & Earth Science	CA 3 Visual Arts
Sample Child																	
Carlos	4M	3M	4M	3E	4E	5E	4M	5M	4M	3M	4E	3M	3M	5M	5M	3M	
Bella																	
Daquan						6M		4M		3E	4E	3M	3M	5M	5M	4E	

experience preschool ASSESSMENT FORM

PRESCCHOOL / PRE-K (3-5 YEARS)

Evaluator's name: Ms. Talia Butler Observation date: 4/7/23
 Child's name: Carlos Santos Birthday: 6/19/19

This assessment reflects your child's social-emotional, physical, motor, cognitive, language, and creative development. Each child develops at their own rate and we use this information to individualize learning experiences to support your child's ongoing growth.

This preschool assessment is based on level 4 within the Experience Early Learning Developmental Continuum of Skills, which is a research-based tool that outlines benchmarks from infancy through kindergarten readiness. Developmentally, a preschooler may be on target within levels 3-5.

Level 3 Meeting goal with help
 Level 4 Meeting goal consistently by self
 Level 5 Exceeding goal

GOAL	LEVEL	3	4	5
SOCIAL-EMOTIONAL				
SED 1 Self-Awareness	I make choices when given two or three options.			X
SED 2 Self-Regulation	I recognize my personal feelings. With reminders, I can control my impulses.		X	
SED 3 Attention & Persistence	I start activities on my own then ask for help, if needed.			X
SED 4 Social Relationships	I join in group and participate in group play by playing kindly and sharing. I explain why others may feel sad or happy.			X
PHYSICAL DEVELOPMENT				
PD 1 Gross Motor	I balance and hop on one foot. I can shape both overhead and underhand. I catch or kick moving objects.		X	
PD 2 Fine Motor	I scribble with scissors. I string large beads. I use my fingers to grasp and manipulate drawing/writing tools.			X
PD 3 Safety	I identify dangerous situations and seek help.			X
PD 4 Personal Care	I name and describe the function of basic body parts. When I go to the bathroom, I remember to wash my hands.			X
PD 5 Nutrition	I identify different types of food and role-play making and eating food.			X
LANGUAGE & LITERACY				
LD 1 Listening	I listen to a story or request and respond appropriately. I follow two-step directions given verbally.			X
LD 2 Communication	I ask simple questions and play on topic for two to three exchanges. I describe familiar people, places and objects. I seek additional words for new toys to describe.			X
LD 3 Phonological Awareness	I identify words that have a similar beginning sound. I identify when two words rhyme or don't rhyme.			X
LD 4 Alphabetic Knowledge	I identify six to seven letters and their sounds. I recognize some common words in print, such as my name, "mom," "dad" or "top."			X
LD 5 Concepts of Print	I identify letters, words, spaces and some punctuation. I follow the direction of text.			X
LD 6 Reading Comprehension	I recognize what comes when in familiar stories. I express like or dislike when the story. I participate with others in the retelling of a story.			X
LD 7 Writing	I attempt to print or copy familiar symbols and letters, especially those that are in my name. I draw lines, circles or shapes and can explain who or what they represent.			X

I can write my name: Carlos
 I can identify these letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

MATH & REASONING

MR 1 Number Sense: I identify numerals to five and I count up to five objects. I create and count groups of up to five objects. I remove objects from the group to represent a number.

MR 2 Spatial Awareness: I match two similar objects that are turned or positioned in different ways. I put together six to twelve pieces to make a whole object.

MR 3 Shapes: I identify four to six basic geometric shapes.

MR 4 Measurement: I use nonstandard measurement tools to estimate approximate size, height or volume. I verify my estimation with help.

MR 5 Classification: I create and extend two-step patterns.

MR 6 Measurement: After sorting objects by one feature, I sort them again by a different feature.

Logic & Reasoning: I try out several possible solutions to a problem.

Counting: I identify and count objects in that quantity: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Color Recognition: I identify these colors: Red, Orange, Yellow, Green, Blue, Purple, Brown, Grey, Black, White.

Investigation & Inquiry

SC 2 Physical Science: I observe and describe actions or changes that occur to objects and people and use past knowledge to make sense or improve my inquiry.

SC 3 Earth Science: I explore nature and identify if a given object can grow and/or move.

SC 4 Technology: I describe basic physical properties of objects and materials (including color) in my immediate environment.

SC 5 Social Studies: I explore simple machines and interact with simple electronic and screen toys.

SC 6 Culture & Community: I describe the routines, familiar stories, traditions, foods and celebrations of my family and community.

SC 7 Civics & Economics: I ask before taking an object that does not belong to me. I pretend to buy and sell or trade items.

SC 8 Geography: I identify different types of water bodies, rivers, buildings and landmarks in my community.

SC 9 History & Sense of Time: I recall information and events from the past.

Make learning visible and inform planning

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- **Make learning visible and inform planning.**
- Use technology to organize and share documentation.

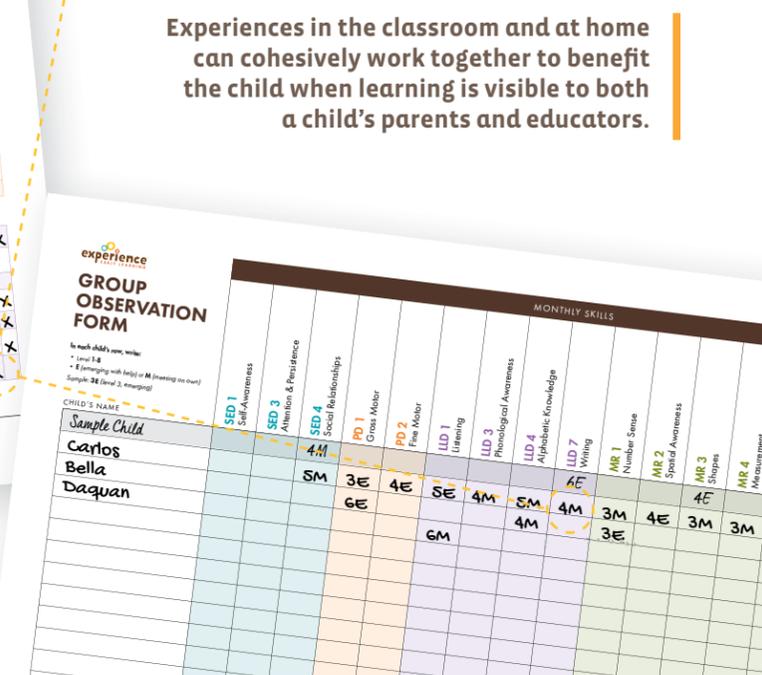
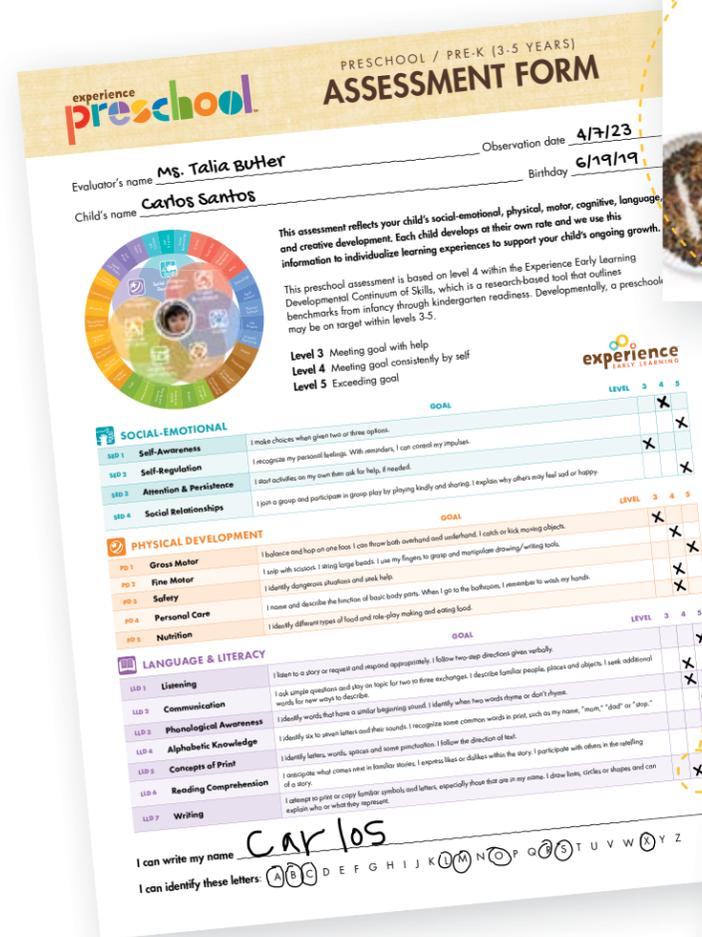
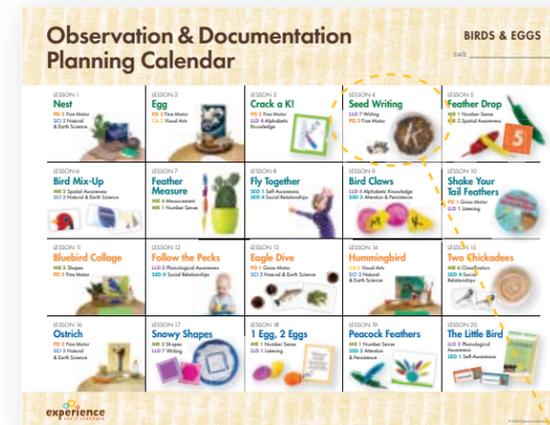
Assessment makes learning visible through documentation. We believe that it is important for both the child and his or her family to see the learning process. Children build metacognitive skills as they revisit and reflect on their experiences (Dewey, 1938). We support educators in telling the child's learning story by helping them establish individual child portfolios.

The Experience Curriculum Observation and Documentation Planning Calendar is a calendar that maps which projects each month in the curriculum to save as work samples and which skills to observe when children participate in these projects. When followed, the teacher will have a minimum of three data points of documentation and assessment for each of the 35 skills by the end of the school year. We recommend that providers actively observe, document and write anecdotes, or write the child's words on the documentation. Additionally, we encourage educators to invite children to help choose work that they are proud of and desire to put in their personal portfolios.

Authentic assessment and child portfolios inform educators and parents on future planning and instruction according to a child's needs, goals and interests. With Experience Curriculum, educators can continuously observe, reflect and adapt learning experiences to best match the interests and learning goals of the children in their care. The use of assessment information to inform and plan for future programs helps to create meaningful and developmentally appropriate learning experiences for children (Donovan, Bransford, & Pellegrino, 1999).

By making learning visible to the educator, child and parents, experiences in the classroom and at home can cohesively work together to benefit the child. Through open and routine communication with the child's family, goal planning can be a shared process that reflects both the child's developmental needs as well as the family's values and priorities (Hibel, Faircloth, & Farkas, 2008).

Build your own Child Portfolio with Assessment Tools



Experiences in the classroom and at home can cohesively work together to benefit the child when learning is visible to both a child's parents and educators.

ASSESSMENT

Use technology to organize and share documentation

The Experience Curriculum assessment model invites educators to:

- Observe through authentic strategies.
- Record child's developmental progress over time.
- Make learning visible and inform planning.
- **Use technology to organize and share documentation.**

Technology offers an efficient and organized method to record a child's progress and learning over time. Photos, videos and voice recorders help teachers document the actions and words of the child in real time. Experience Curriculum encourages educators to regularly document child work using digital photography and video. By organizing photos by project, skill, and date, educators can put the documentation together to create storyboards that vividly depict the child's experiences. These visuals help children, families and educators see the process of learning and investigation. Moreover, photos and videos can capture developmental evidence of motor, social, emotional and cognitive skills. These visuals can be documented via a portfolio app, social media, or digital photo collection.

Experience Curriculum has a large community of educators who document and publish their children's experiences through social media venues so that families have easy access to their children's learning stories. These informal venues invite families into the daily routine of learning and offer them a place to comment and connect virtually with their children's learning.

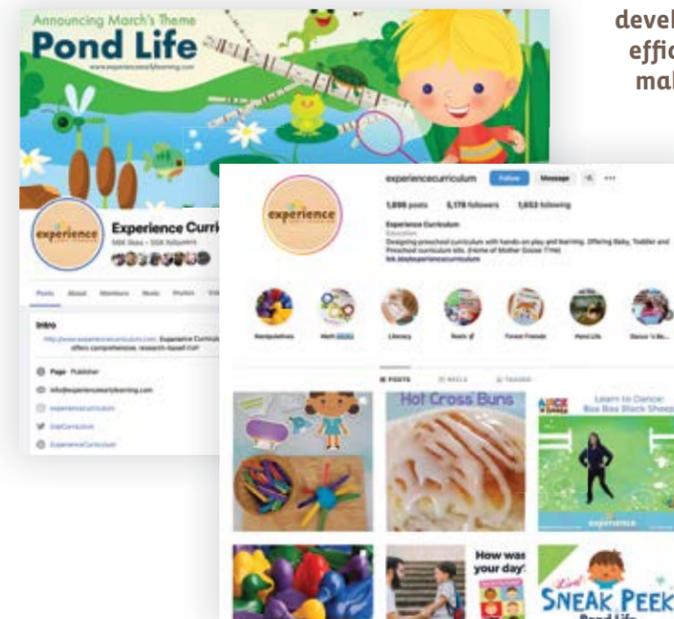
Our blog and training platform provide educators with support and resources to use our assessment tools efficiently and effectively. On-demand trainings exploring authentic assessment, portfolios, and more can be accessed at any time.

Inspired Learning Blog supports educators as a go-to source of tangible resources, classroom support, and educational articles on research-based best practices.



Our social media content inspires, educates, and connects educators, creating peer-to-peer learning communities.

Using an app allows educators to quickly and easily assess each child's development and share it efficiently with families, making learning visible.





Family Connections

Educating a child is a partnership between home and school. Teachers and families provide each other with unique insights and perspectives on a child. Strong teacher-family relationships create a support system for the child to succeed and reach individual goals (Henderson & Berla, 1994). All families are unique with diverse values and cultural traditions. Research has positively linked parent participation in school-based activities to the child's development of language, social, and motor development (Marcon, 1999). The Experience Curriculum encourages collaboration between school and home to form a learning community whose common goal is the good of the child.

Experience Curriculum supports family connections that:

- Extend learning from school to home.
- Incorporate family values, cultures and traditions.

FAMILY CONNECTIONS

Extend learning from school to home

Experience Curriculum supports family connections that:

- Extend learning from school to home.
- Incorporate family values, cultures and traditions.

Educating a child is a partnership between home and school. Teachers and families provide each other with unique insights and perspectives on a child. Families can provide educators with a more complete understanding of the child's strengths, weaknesses, cultural perspectives, interests and needs, so that the whole child can be embraced within the classroom experiences.

Through mutual trust and cooperation, educators and families can establish the foundation for productive partnerships (Riggins-Newby, 2003). The Family Information Guide communicates the Experience Curriculum educational philosophy and theoretical basis, which serves as the foundation to the development of the Experience Curriculum. We openly share what, how and why we design lessons as to inform parents about our approach and welcome them to share their beliefs and goals around the education of their children. Because the parents know what thematic studies their children will explore throughout the year, there is opportunity for them to bring in cultural artifacts or share photos or memories of their family experiences with the thematic studies.



Children are constantly creating a range of hands-on projects with Experience Curriculum. These tangible creations act as a conduit to the conversations between child and parent regarding what he did and experienced throughout the day at school. The Experience Preschool Curriculum includes a daily 'My Creative Mind' note to send home with the child's work so that parents have tips on how to ask open-ended questions about what the child did and learned each day.

Our curriculum includes resources and suggestions to actively engage families and extend learning from the classroom to the home. Monthly Family Newsletters contain activities, recipes and songs that connect learning in the classroom to educational opportunities in the home. We provide educators with access to a series of digital resources that they can forward to their families, which have interactive content, additional teaching tools, activity downloads and lists of recommended reading books.

Using these newsletters to highlight the topics explored in the classroom opens the doors for families to bring classroom learning into the home through singing songs, discussing topics and reading books. When families know about their child's program and can incorporate related elements into their home life, it communicates to the child that the family values his education (Mooney, 2000).



Our curriculum includes resources and suggestions to actively engage families and extend learning from the classroom to the home.



Incorporate family values, cultures and traditions

Experience Curriculum supports family connections that:

- Extend learning from school to home.
- Incorporate family values, cultures and traditions.

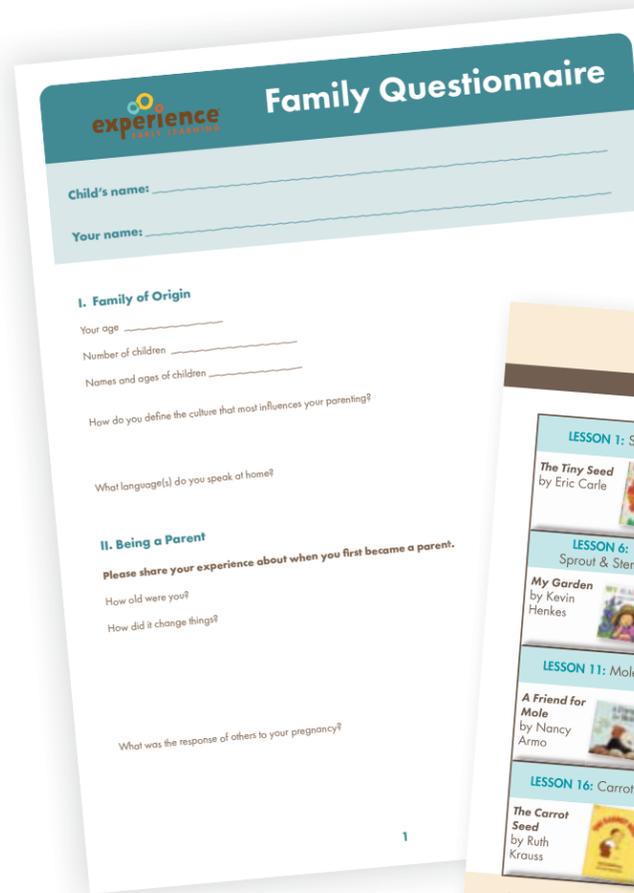
Families of all diverse cultures, traditions and values must be respected and heard in their learning communities. We provide educators with parent interview resources to actively engage parents from the beginning in open discussions about the needs, learning goals, and personalities of their children as well as family beliefs and cultural traditions. We encourage our teachers to use this information in daily planning and setting up their learning environments to reflect each family within it.

Special Family Events

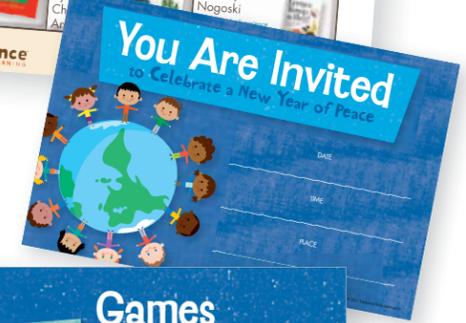
Experience Curriculum offers supports to educators on how to host family nights and events. Involving families to celebrate and share their traditional food, songs and customs during such gatherings enhances the learning community. We model through our Celebration Kits how to host and invite families to participate. These strategies can then be applied to hosting special events related to the unique customs, traditions and beliefs of the families represented in their program.

Inviting families to share stories

Stories are a window into one's culture and family traditions. During thematic studies, families can share artifacts from home or visit the class and share a song or story from their history or work. Experience Curriculum also provides a recommended reading list for each thematic study. The 20 theme-related book recommendations present diverse perspectives from fiction and nonfiction books that feature children and families from diverse cultures, abilities, traditions and beliefs. This recommended reading list is available digitally to educators so that they can share with families to enjoy at home reading.



To involve families in the learning process, we provide various resources including monthly, thematic book lists and celebration kits to invite the child's whole community to learn and explore together.





Professional Development

Experience Curriculum provides professional development and materials to support implementation and continuous improvement. By offering a variety of access points into training, educators can find support that is both meaningful and representative of their needs, goals and setting. Experience Curriculum Professional Development System supports educators to:

- Understand how to implement the Experience Curriculum and Assessment Tools
- Deepen professional knowledge through on-going training to effectively implement the Experience Curriculum with increased fidelity
- Individualize the curriculum to the unique needs and goals of their children
- Leverage and innovate on the curriculum resources to extend experiences to incorporate the child's emerging interests and inquiries

Teachers are learners, researchers, theoreticians and innovators. As they work with their children, they collect information, reflect, analyze data, ask questions, and use new information to inform planning (Borgia & Schuler, 1998). The Experience Curriculum Professional development model is designed to support educators to come to know their children better, set goals to improve their interactions, environment and knowledge. Experience Curriculum offers both sequenced curriculum implementation professional development as well as micro on-demand learning content so that educators can access support according to their unique professional development goals.

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
- Demonstrates how to embed theory into practice.
- Promotes learning communities and reflective practice.

PROFESSIONAL DEVELOPMENT

Is based on sound adult-learning theory

Experience Curriculum professional development model:

- **Is based on sound adult-learning theory.**
- Demonstrates how to embed theory into practice.
- Promotes learning communities and reflective practice.

The Experience Training Approach is based on sound adult-learning theory and uses a combination of methods during virtual or on-site trainings. Methodologies include:

- Presentation of concepts using visual aids and infographics
- Group discussions
- Small group activities
- Role-playing
- Demonstration Videos
- Applied Classroom Materials
- Reflection prompts
- Personal goal setting
- Competency quiz and certificate

Experience Curriculum offers professional development both online and onsite, live and on-demand. Educators have a choice to follow our professional development pathways or curate their own path by selecting sessions that match their goals and needs. Professional development that embeds professional learning in an educator's daily work has the greatest impact on improved outcomes for both children and educators (Gonzalez, Moll, Floyd-Tenery, Rivera, Rendon, Gonzalez, & Amanti, 1993).



On-demand and live trainings provide educators with support to successfully implement best practices and the Experience Curriculum.



Demonstrates how to embed theory into practice

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
- **Demonstrates how to embed theory into practice.**
- Promotes learning communities and reflective practice.

Experience Curriculum grounds trainings in research and theories on child development and demonstrates how to put the theory into practice with tangible resources, tips, videos and activities. The information is delivered through print materials, virtual on-demand courses, live webinars and on-site trainings.

Print Materials: Getting Started with the Curriculum

To help educators get started with the curriculum, Experience Curriculum offers a Getting Started guidebook to help orientate the educator to the philosophy, research, materials and methodology. It describes how to get started with curriculum planning and prep, establishing routines, setting up the environment and implementing the curriculum with success.

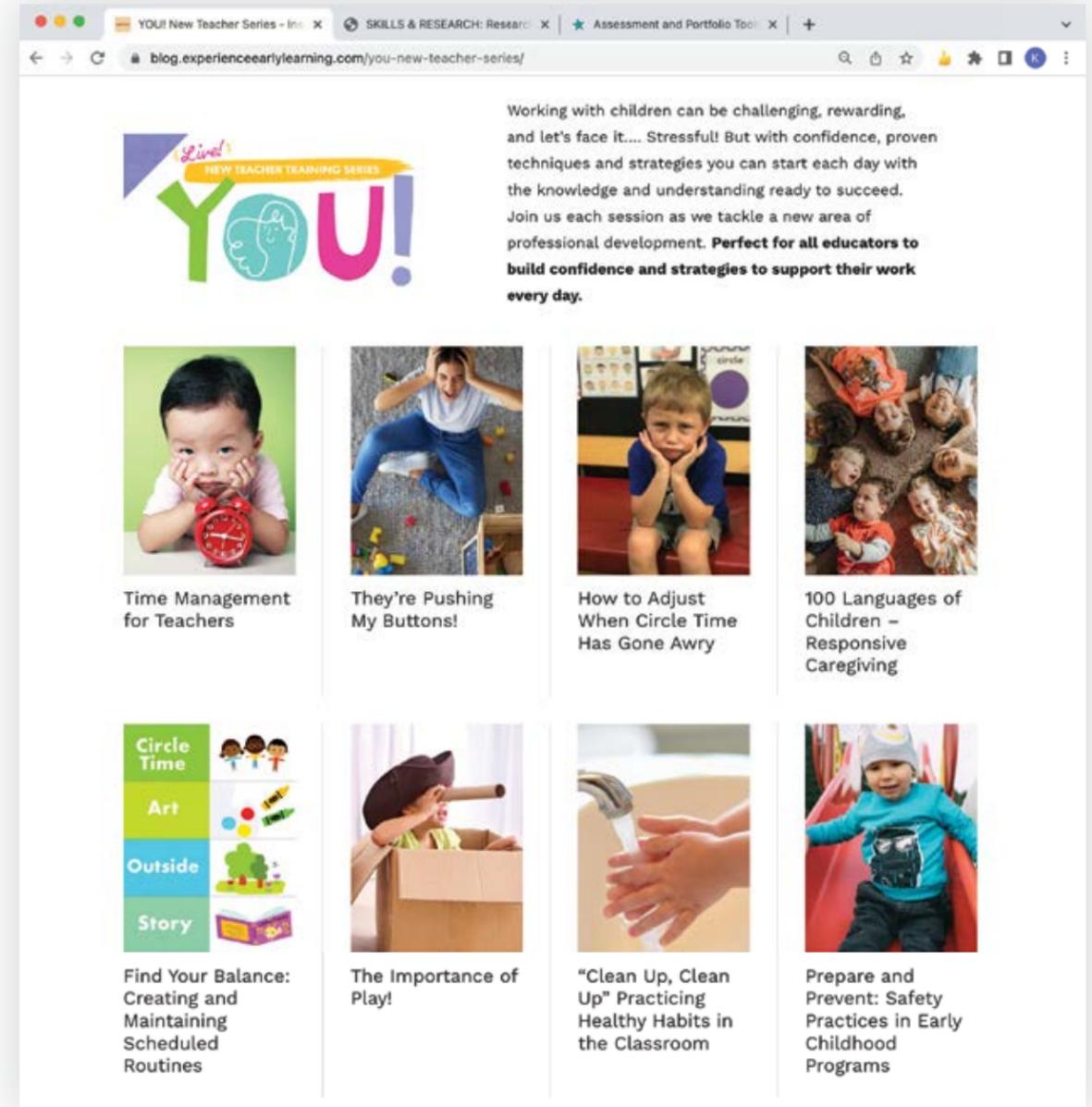
On-demand Curriculum Foundation Courses provide educators a deeper understanding into the theory behind the curriculum implementation strategies. Foundation courses provide a combination of text, videos, reflection prompts and quizzes to implement the curriculum with fidelity including:

1. Lesson Planning
2. Establishing Daily Routines and Transitions
3. Individualizing Curriculum Activities to the Children
4. Observation and documentation
5. Engaging Families

The content within these on-demand Foundation Courses are also available in a sequence of live virtual trainings that make up the “Start with Success Pathway.”

On-site Curriculum Sessions: Onsite trainings are offered at a hosting organizations school, conference or event. Prior to the session, the host describes the goals and demographics of both educators and children so that the trainings are individualized to meet the goals, needs and location where the curriculum will be implemented.

On-going, virtual and on-site training sessions: For continued support and professional development throughout the year, On-demand courses are available on the Experience Training Institute website. The course catalog offers a range of professional topics from health and safety, environment design, lesson planning, classroom management ,and family engagement. Courses are available in both English and Spanish. Learning objectives and alignment to CDA indicators are identified on each course overview.



Certificates provided for live trainings on hot topics in early education

PROFESSIONAL DEVELOPMENT

Promotes learning communities and reflective practice

Experience Curriculum professional development model:

- Is based on sound adult-learning theory.
- Demonstrates how to embed theory into practice.
- **Promotes learning communities and reflective practice.**

Reflective Practice

Reflective practice helps educators closely examine why, what and how they interact with children and make decisions in the small and big moments of the day. Reflective practice is driven by the belief that we can all continually improve what we are doing (Hubball, Collins, & Pratt, 2005). It invites educators to pause and create a space to bring forward past knowledge, beliefs, emotions and experiences. By asking ourselves deep questions, we find clarity on where we are so that we can then define a vision for where we want to be.

We support our teachers in routinely engaging in reflective practices through online or offline modules. Each module invites educators to focus on one area of child development or teaching approach. Throughout the modules, educators journal their thoughts and inquiries and are invited to critically think about their use of the curriculum, the way they set up their environments, and the impact their interactions have on their children. Each module follows the similar routine of :

- Reflect on past knowledge and experiences.
- Read the research.
- Observe your children.
- Reflect on your practice.
- Set personal goals.

Peer to Peer Learning

Learning communities are empowering and collaborative networks where educators can share expertise, pose questions, link theory to practice, innovate new ideas and participate in self-reflection and self-discovery. They can take place in person during onsite workshops, in small groups during virtual courses, or virtually through the use of the internet and social media.

Experience Curriculum establishes virtual communities through social media platforms. We provide daily support where educators can view videos, reels, photos and links about developmentally appropriate practices. These micro-training bits offer visible implementation of curriculum content and child development theory into practice. This social media and blog content is curated around monthly professional development focus topics to encourage applied learning and shared resources and stories amongst educators.

Learning is a social process for both children and adults. Professional learning communities are empowering and collaborative. We encourage the use of technology and social media to connect educators and to invite them to participate in the exchange of information.



Access training wherever and wherever works for you!

Developmental Continuum of Skills

Individual children develop at a unique pace.

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
SED 1 Self-Awareness	SED 1a Knows self and increases confidence	Responds to name, explores hands and looks in mirror.	Recognizes self in photos or in a mirror.	Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.	Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task to get quicker or improved results.	Predicts how self and others might be able to perform in a task and describes what is needed to improve.	Describes personal talents and exhibits pride of personal accomplishments.	
	SED 1b Expresses curiosity, preference and initiative	Vocalizes or moves to express wants and needs.	Seeks out or responds to favorite or preferred toys, objects or people	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Takes initiative to pursue interests. Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Negotiates ways for self and others to both participate according to unique preferences and to obtain differing wants.	
	SED 2a Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Experiments and role-plays with a range of emotions.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Identifies past, current and future feelings and explains when they might experience different feelings.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	SED 2b Manages feelings and behavior	Calm with support from caregiver.	Soothes self by seeking a familiar adult or thing.	Mimics breathing and calming strategies. Practices waiting for a turn.	Controls impulses with reminders.	Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Describes appropriate responses to different emotions.	Describes strategies to calm oneself in new or stressful situations.	Describes strategies to calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
SED 3 Attention & Persistence	SED 3a Attends and engages	Reacts to changes in tone of voice or expression.	Cooperates during familiar routines and familiar activities.	Recognizes a familiar activity or routine. Redirects to a new activity with help.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies with increasing consistency to adjust and calm oneself in new or stressful situations.	
	SED 3b Shows flexibility and inventiveness	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful. Expresses delight over a successful project.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least 10 minutes even if there are distractions.	Sustains focus for at least 30 minutes even if there are distractions.	Sustains focus for 45 minutes even if there are distractions.	
	SED 3c Shows flexibility and inventiveness	Shifts attention from one person or thing to another.	Repeats actions to gain a result.	Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it.	Demonstrates flexibility and imagination while working on a task.	Imagines new ways to approach a task or discover information when obstacles are present.	Plans steps to pursue an idea and implements it independently.	Plans steps to pursue an idea and implements it independently.	
SED 4 Social Relationships	SED 4a Develops relationships with adults and peers	Responds to primary caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Identifies and plays side by side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Describes personal friendships and meaningful relationships.	Describes how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.	
	SED 4b Participates cooperatively in groups	Enjoys turn-taking games such as peekaboo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Identifies roles of self and others during tasks or pretend play. Offers to help others.	Suggests solutions to group problems.	Fulfills personal roles and responsibilities when working in a group. Show empathy to others.	Works collaboratively in a group and encourages others to include or help another person.	
	SED 4c Identifies and respects differences in others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores people and their features side by side in a book or a mirror.	Identifies emotions of others. Demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Identifies complex feelings of others and responds accordingly.	Seeks to understand and support others' feelings, beliefs and needs.	Includes and stands up for others who look differently and have differing abilities or traditions.	

Individual children develop at a unique pace.

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhead and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight. Uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
PD 3 Safety	PD 3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
PD 4 Personal Care	PD 4 Implements self-help routines for hygiene and dressing	Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.	Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.	With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.	Describes the function of basic body parts. Can locate body pain. Regulates boiling and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.	Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.	Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.	Explains examples of positive choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.	Explains how to manage health and role of nutrition, exercise and rest in self and others.
	PD 5 Follows healthy nutrition routines	Cries when hungry or tired.	Communicates the need to eat, rest and drink. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate foods.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.
	LLD 1b Follows directions	Responds to conversation in environment and initiates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
	LLD 2a Uses language to express ideas	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas. Asks and responds to questions.	Asks simple questions and stays on topic for two to three exchanges.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.
LLD 2 Communication	LLD 2b Uses conversational skills	Mimics single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language or technology. Uses question words in speech.	Speaks nouns plural by adding /s/. Uses common prepositions.	Speaks in simple sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	LLD 2c Uses and expands vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	LLD 3 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.	Shows awareness of separate words. Suggests a missing rhyming word within a poem or song.	Identifies words that have a similar beginning sound. Identifies when two words separate syllables in a word.	Ending sounds of words. Suggests a series of rhyming words when given a word.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Manipulates, substitutes and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.
Phonological Awareness	LLD 4a Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print, such as his/her name, mom, dad.	Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	LLD 4b Makes letter-sound connections and decodes words	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
	LLD 5 Uses print concepts and explores books and other text	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Concepts of Print	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.
	LLD 6b Retells, asks and answers questions about a text or story	Holds book and looks intently at each page.	Answers "where" questions by pointing.	Answers "what" questions about stories and books. Recalls the name of the main character.	Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple and compound sentences. Uses commas and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.
	LLD 7 Uses writing to represent meaning	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple and compound sentences. Uses commas and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Mathematics & Reasoning	MR 1a Identifies numerals	Hears numbers in every-day context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to 10.	Identifies and writes numerals to 20.	Identifies numerals to 100 and understands place value to the hundreds place.	Compares and orders numerals to 1000. Identifies if a number is even or odd.
	MR 1b Determines quantity	Hears rote counting.	Repeats number words when heard.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.
	MR 1c Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds to and removes from group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
Spatial Awareness	MR 2a Understands how objects move in space	Tries to put one object inside another.	Purposely turns or spins objects. Fills container then dumps out the contents.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Matches 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.	Determines when shapes have been slid, turned or flipped and describes the translation.
	MR 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	MR 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Identifies and draws complex shapes. Separates a shape into halves, thirds and fourths.
Measurement	MR 4a Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	MR 4b Compares and sorts	Picks up and puts down objects. Demonstrates an understanding of "more."	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.	Arranges and orders multiple objects by size, length, hue or weight.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	MR 5 Identifies, reproduces and creates patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Copies patterns with one feature, such as size or color. Groups objects by common characteristics.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.
Classification	MR 6 Matches and sorts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sorts objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	MR 7 Recalls info, builds memory, reasoning and problem-solving	Reacts to unexpected noises, lights or sights and determines if safe or scary.	Experiments with cause and effect.	Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.	Plans steps to accomplish task and explores many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SCI 1 Investigation & Inquiry	SCI 1a Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
		Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
		Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials that are solid, liquid and gas.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.
SCI 3 Physical Science	SCI 3a Explores forces, motion and physical properties of materials	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
		Explores immediate environment using senses.	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
SCI 4 Technology	SCI 4a Uses tools and technology to perform tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
		Explores immediate environment using senses.	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.



SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to primary caregivers. Recognizes self as being separate from others.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbol or artifacts of family traditions or customs.	Describes the routines, family stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of traditions and customs of other people.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts respectfully with people who look, learn, believe or move differently than self.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.
		Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Determines if rules support the common good.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions.
SS 3 Geography	SS 3a Identifies types of places and interacts with maps	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.	Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.
		Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places such as home, church, stores. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
SS 4 History & Sense of Time	SS 4a Develops sense of time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.
		Responds to sounds.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
CA 1 Music	CA 1a Expresses through music	Responds to sounds.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
		Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Understands difference between singing and speaking voices.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds.
CA 2 Dance & Movement	CA 2a Expresses through dance	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance, e.g., gentle versus explosive or large movements.	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
		Moves body in a variety of ways.	Moves body purposefully. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
CA 3 Visual Arts	CA 3a Expresses through 2D and 3D visual art	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media.	Makes choices throughout the artistic process.	Plans, designs and seeks materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art and explains why and how s/he chose specific materials and techniques.	Creates art and explains why and how s/he chose specific materials and techniques.
		Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
CA 4 Drama	CA 4a Participates in dramatic and symbolic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple preplanned drama.	Describes how a character may feel in a given situation then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
		Responds to sounds.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
CA 4b Uses and creates props to represent other objects or ideas	CA 4b Uses and creates props to represent other objects or ideas	Mimics the use of familiar objects.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses an object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and creates costumes, settings or props to create a mood or environment.	



References

- Bailey, B. (2001). *Conscious discipline: 7 Basic skills for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
- Bess-Gene, H. (1993). *Science with young children*. (3rd ed.). Washington, DC: National Association for the Education of Young Children.
- Black, B., & Hazen, N. L. (1990). Social status and patterns of communication in acquainted and unacquainted preschool children. *Developmental Psychology, 26*, 379–387.
- Bjorklund, D.F. (2011). *Children's thinking: Cognitive development and individual differences* (5th ed.). Belmont, CA: Wadsworth.
- Borgia, E., & Schuler, D. (1998). Action research in early childhood. *Scholastic Early Childhood Today, 12* (8).
- Boyer, E. (1995). *The basic school: A community of learning* (1st ed.). San Francisco, CA: Jossey-Bass.
- Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Bredekamp, S., & Rosegrant, T. (1992). *Reaching potentials: Appropriate curriculum and assessment for young children*. (Vol. 1). Washington, DC: National Association for the Education of Young Children.
- Bronfenbrenner, U. (1979). *Ecology of human development*. Cambridge, MA: Harvard University Press.
- Brown, P., Sutterby, J., & Thornton, C. (2008). Dramatic play in outdoor play environments. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/79-dramatic-play-in-outdoor-play-environments>
- Brownstein, B. (2001). Collaboration: The foundation of learning in the future. *Education, 122*(2).
- Charlesworth, R. (2008). *Understanding child development* (7th ed.). Clifton Park, NY: Thomson/Delmar Learning.
- Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed.). Washington, DC: National Association for the Education of Young Children.
- Day, M., & Parlakian, R. (2003). *How culture shapes social-emotional development: Implications for practice in infant-family programs*. Washington, DC: Zero to Three.
- Dewey, J. (1897). My pedagogic creed. In J. Dewey & A. W. Small, *Teachers manuals* (No. 25). New York, NY: E. L. Kellogg & Co.
- Dewey, J. (1938). *Logic: The theory of inquiry*. Holt, Rinehart and Winston, New York.
- Diamond, A., Barnett, S. W., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control. *Science, 317*.
- Di Vesta, F.J. (1987). The cognitive movement and education, in J.A. Glover & R.R. Ronning (Eds.), *Historical foundations of educational psychology*, New York: Plenum Press.
- Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (Eds.). (1999). *How people learn: Bridging research and practice*. Washington, DC: National Academy Press.
- Douglas, K. (2001). Open-ended art. Retrieved on June 12, 2009 from <http://www.preschoolexpress.com/>
- Durso, F. T., & Coggins K. A. (1991). Organized instruction for the improvement of word knowledge skills. *Journal of Educational Psychology, 83*, 108–112. Google ScholarBibTex
- Espinosa, L. (2009). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Upper Saddle River, NJ: Pearson Publishing.
- Fordham, A.E., & Anderson, W.W. (1992). Play, risk-taking and the emergence of literacy. In V.J. Dimidjian (Ed.), *Play's place in public education for young children*. Washington, DC: NEA.
- Fowell, N., & Lawton, J. (1992). An alternative view of appropriate practice in early childhood education. *Early Childhood Research Quarterly, 7*, 53–73.
- French, L. (2004). Science as the center of a coherent, integrated early childhood curriculum. *Early Childhood Research Quarterly, 19*.
- García, E. E. (2003). *Student cultural diversity: Understanding and meeting the challenge*. Boston: Houghton Mifflin.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Book Inc.
- Gaskins, S. (2006). Cultural perspectives on infant-caregiver interaction. In N.J. Enfield & S.C. Levinson (Eds.), *The roots of human sociality: Culture, cognition, and human interaction* (pp. 279–298). New York: Berg.
- Gaskins, S., & Miller, P.J. (2009). The cultural roles of emotions in pretend play. In C.D. Clark (Ed.), *Transactions at play* (5–21). Lanham, MD: University Press of America.
- Genesee, E., Paradis, J., & Crago, M. B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore, MD: Paul H. Brookes.
- Goldenberg, C. (2006). Improving achievement for English-learners: What the research tells us. *Education Week*. Retrieved August 23, 2009, from <http://www.edweek.org/ew/articles/2006/07/26/43goldenberg.h25.html>
- González, N., Moll, L.C., Floyd-Tenery, M., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1993). *Teacher research on funds of knowledge*. Educational practice report 6. Santa Cruz, CA: Center for Research on Education Diversity and Excellence.
- Guddemi, M., Jambor, T., & Moore, R. (1999). The child's right to play in a changing society. In M. Guddemi, T. Jambor, & Skrupskelis, A. (Eds.), *Play in a changing society* (p. 78–82). Little Rock, AR: Southern Early Childhood Association.
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*(2), 625–638.
- Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: National Committee for Citizens in Education. (ERIC Document Reproduction Service No. ED 375968)
- Hibel, J., Faircloth, S., & Farkas, G. (2008). Unpacking the placement of American Indian and Alaska native students in special education programs and services in the early grades: School readiness as a predictive variable. *Harvard Educational Review, 78*.
- Hirsh-Pasek, K. (1991). Pressure or challenge in preschool? How academic environments affect children. *New Directions for Child Development, 53*, 39–45.
- Hubball, H., Collins, J., & Pratt, D. (2005). Enhancing reflective teaching practices: Implications for faculty development programs. *The Canadian Journal of Higher Education, volume XXXV*(3), page 60.
- Isbell, R. (2001). *Early learning environments that work*. Beltsville, MD: Gryphon House, Inc.
- Isbell, C. (2010). *Mighty fine motor fun: Fine motor activities for young children*. Beltsville, MD: Gryphon House.
- Koster, J. B. (2005). *Growing artists: Teaching art to young children* (3rd ed.). New York: Thomson Delmar Learning.
- Lieberman, A. F. (1995). *The emotional life of the toddler*. New York: Free Press.
- Manville Metz, A., Gibbs, B., & Chen, H. (2011). *Introduction to integrating music, art and theatre in elementary education*. Dubuque, IA: Kendall Hutt Publishing Co.
- Marcon, R. A. (1999). Differential impact of preschool models on development and early learning of inner-city children. *Developmental Psychology, 35*, 358–375.
- Maxim, G.W. (1997). *The very young: Developmental education for the early years* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- McMahon, M. (1997). *Social constructivism and the World Wide Web - A paradigm for learning*. Paper presented at the ASCILITE conference. December, Perth, Australia.
- Miller, E., & Almon, J. (2009). *Crisis in the kindergarten: Why children need to play in school*. College Park, MD: Alliance for Childhood. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
- Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connecting homes and classrooms. *Theory into Practice, 31*, 132–141.
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Redleaf Press.
- Morrison, G. S. (2001). *Early childhood education today*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Morrow, L.M. (2007). *Developing literacy in preschool*. New York, NY: Guildford Press.
- National Association for the Education of Young Children. (2008). References to play in NAEYC position statements. Retrieved from <http://www.naeyc.org/files/naeyc/file/ecprofessional/Microsoft%20Word%20-%20Play%20references%20in%20NAEYC%20position%20statements.pdf>
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8: A position statement of the National Association for the Education of Young Children*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>
- National Council for Social Studies (NCSS). (1988). *Social studies for early childhood and elementary school children: Preparing for the 21st century*. Position Statement. Retrieved from <http://www.socialstudies.org/positions/elementary>
- National Research Council (2009). *How students learn: Mathematics in the classroom*. Washington, D.C.: The National Academies Press.
- Paley, V. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: University of Chicago Press.
- Piaget, J. (1950). *The psychology of intelligence*. New York: Routledge.
- Piaget, J. (1952). *The origins of intelligence in children*. New York, NY, US: W W Norton & Co.

- Prawat, R.S., & Floden, R.E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist*, 29(1).
- Rhodes, L.K., & Bellamy, G.T. (1999). Choices and consequences in the renewal of teacher education. *Journal of Teacher Education*, 50(1).
- Riggins-Newby, Cheryl G. (2003). Families as partners. *The Educational Digest*, 68(8), 23-24.
- Roberts, A., & Harpley, A. (2007). *Helping children to be competent learners*. New York: Routledge.
- Rogoff, B. (2003). *Cultural nature of human development*. New York: Oxford University Press.
- Ronis, D., L. (2008). *Problem based learning for math & science: Integrating inquiry & the Internet*. Thousand Oaks, CA: Corwin Press.
- Schiller, P. (1999). *Start smart! Building brain power in the early years*. Beltsville, Maryland: Gryphon House.
- Seefeldt, C., & Galper, A. (2008). *Active experiences for active children: Mathematics*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development* (4th ed.). Washington, DC: National Academy Press.
- Slavin, R. E. (1991). *Educational psychology* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Stern, D. (1993). Why study children's narratives? *The Signal*, July-September.
- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Tephly, Joan. (1986). Integrating science into the early childhood curriculum. Retrieved September 3, 2008, from ERIC database.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. (Original work published in 1934).
- Wright, T., & Neuman, S.B. (2009). Purposeful, playful pre-k: Building on children's natural proclivity to learn language, literacy, math and science. *American Educator*, Spring.

