



We Can™

Early Learning Curriculum





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LA EARLY LEARNING & DEVELOPMENT STANDARDS

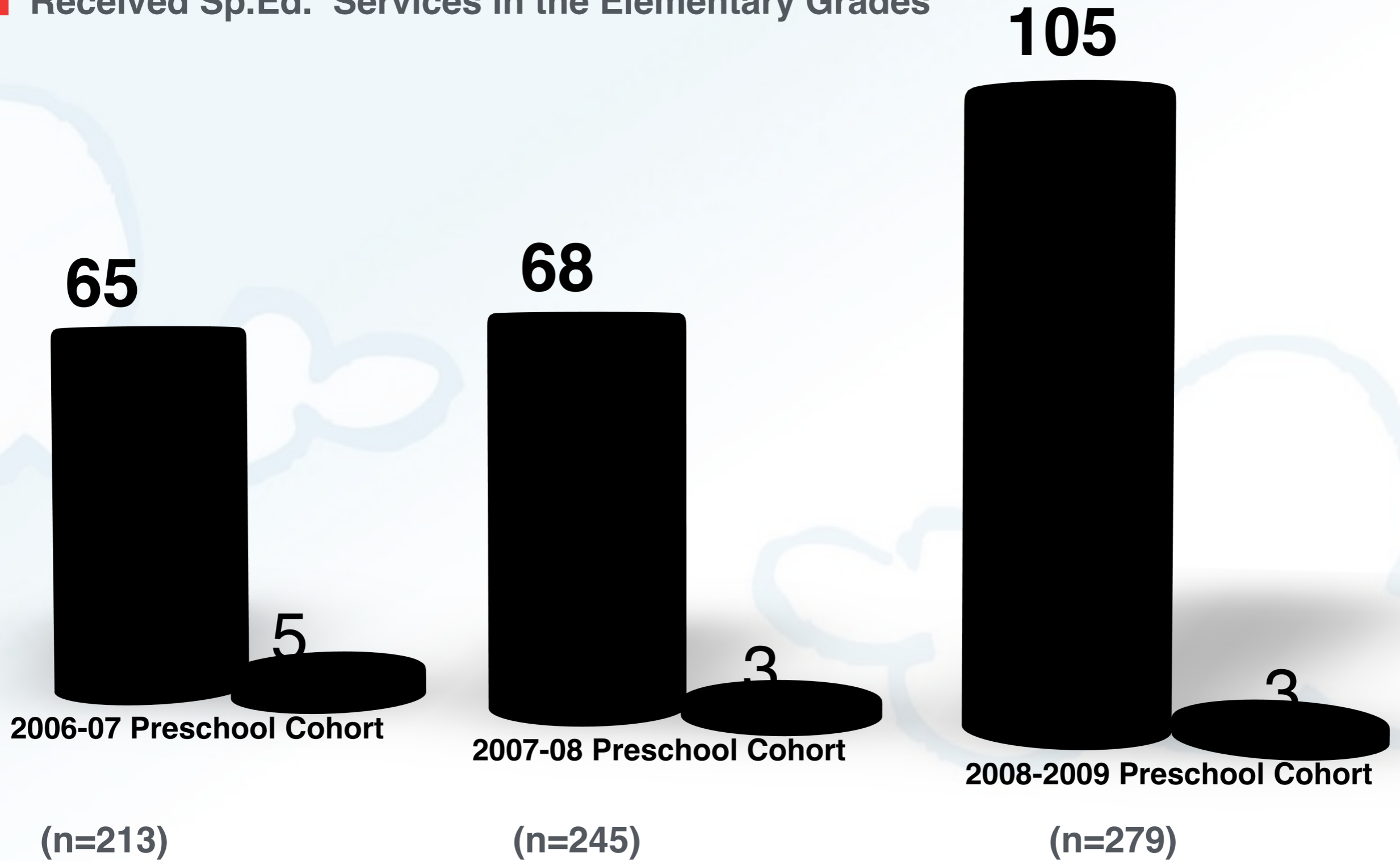
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TEACHING STRATEGIES: GOLD

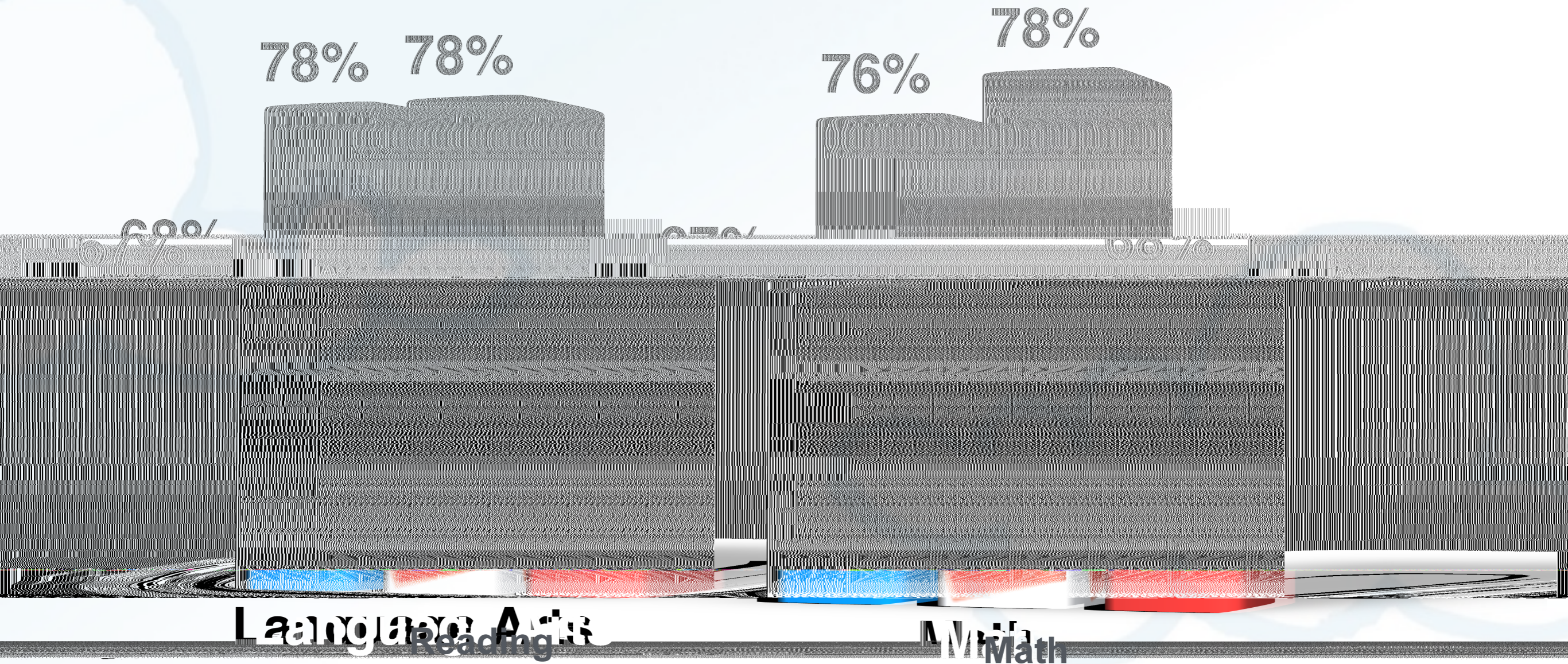


GRANITE SCHOOL DISTRICT

- Potentially Eligible for Special Education
- Received Sp.Ed. Services in the Elementary Grades



GRANITE SCHOOL DISTRICT: 2014 4TH GRADE CRT SCORES



Language Arts

Math

- GSD-All Students
- GSD SY 06-07 Preschool Cohort in 11 Schools most Impacted by Poverty
- Utah Statewide- All Students

ALIGNS WITH THE “TEACHING STRATEGIES GOLD”



COMPLETE POWER PACKAGE OF EARLY LEARNING

✓ **CLASS**

Classroom Management System



Big Books in English and Spanish



Picture Cards in English and Spanish

Word Cards in English and Spanish

Letters, Sounds, & Strokes Cards in English and Spanish

Pre-Writing Books in English and Spanish

We Can Sing in English and Spanish

The Learning Zoo Technology in English and Spanish



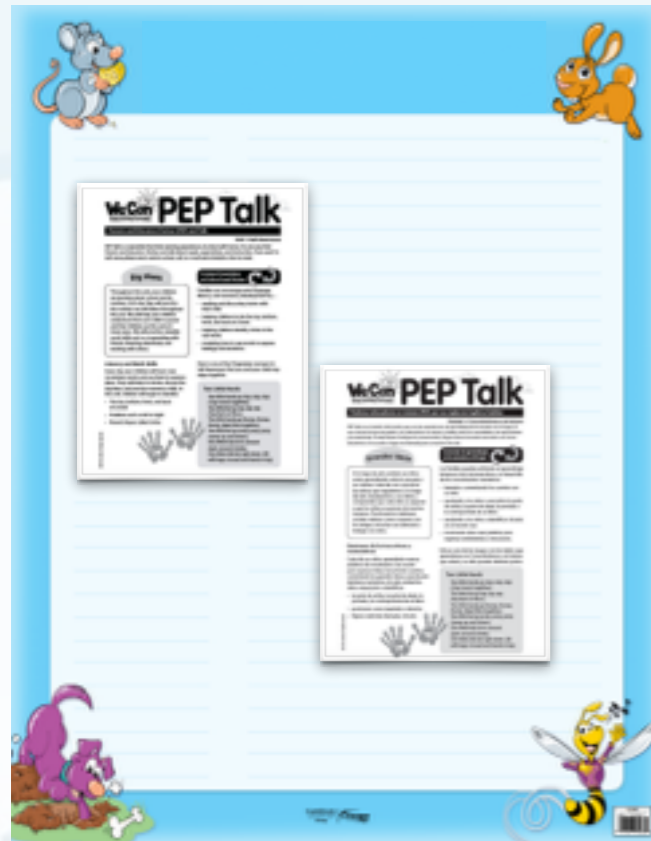
CLASSROOM ORGANIZATION

✓ CLASS

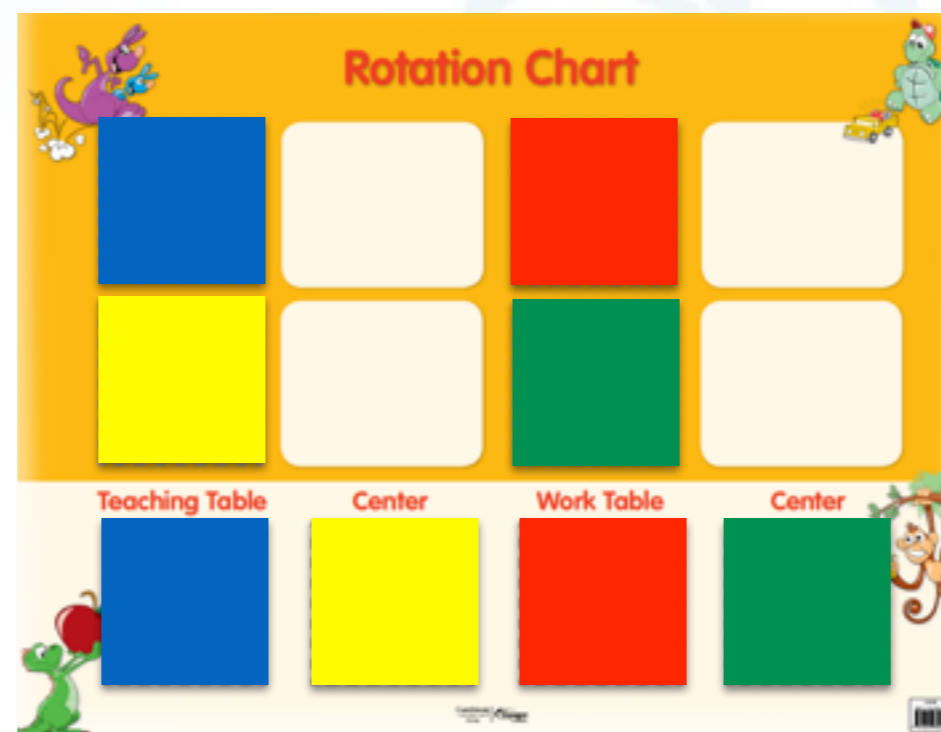
- ✓ Behavior Management
 - ✓ Productivity
 - ✓ Instructional Learning Formats
- Organize the Classroom
 - Develop Management Tools
 - Create and Use Centers
 - Use Data to Group Students
 - Fine Tuning and Reporting Progress



SCHEDULES AND ROUTINES



- Job Chart
- Daily Schedule
- Rotation Chart



“WE CAN” CURRICULUM



Self-Awareness
Five Senses
Homes and Families



Transportation
Seeds
Spring



Health and Nutrition
Community Helpers
Fall
Bears



Farm and Ranch
Insects



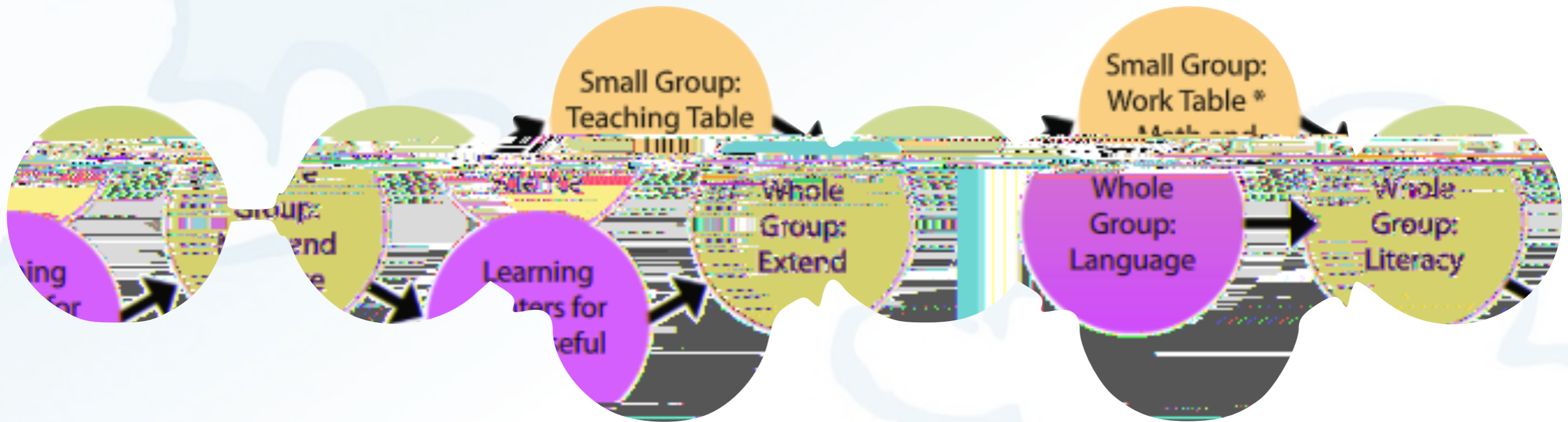
Winter
Animals
Bakery
Dinosaurs



Fresh Water
Salt Water

INSTRUCTIONAL DESIGN OF A UNIT

DAILY ACTIVITIES



SMALL GROUP INSTRUCTION



TEACHING TABLE



WORK TABLE



LEARNING CENTERS



LEARNING CENTERS



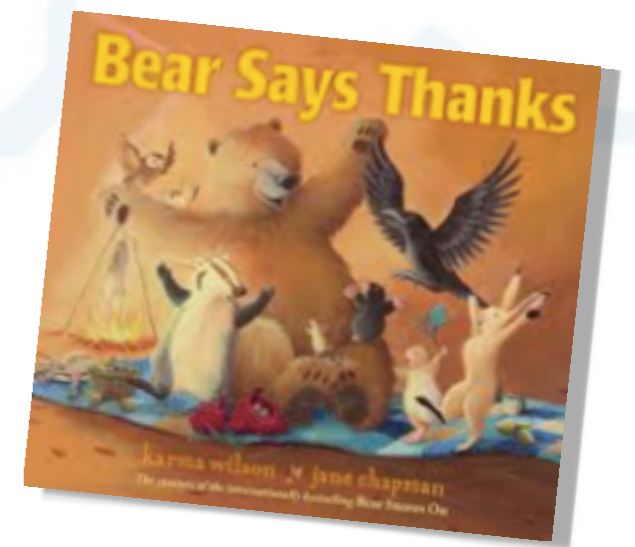
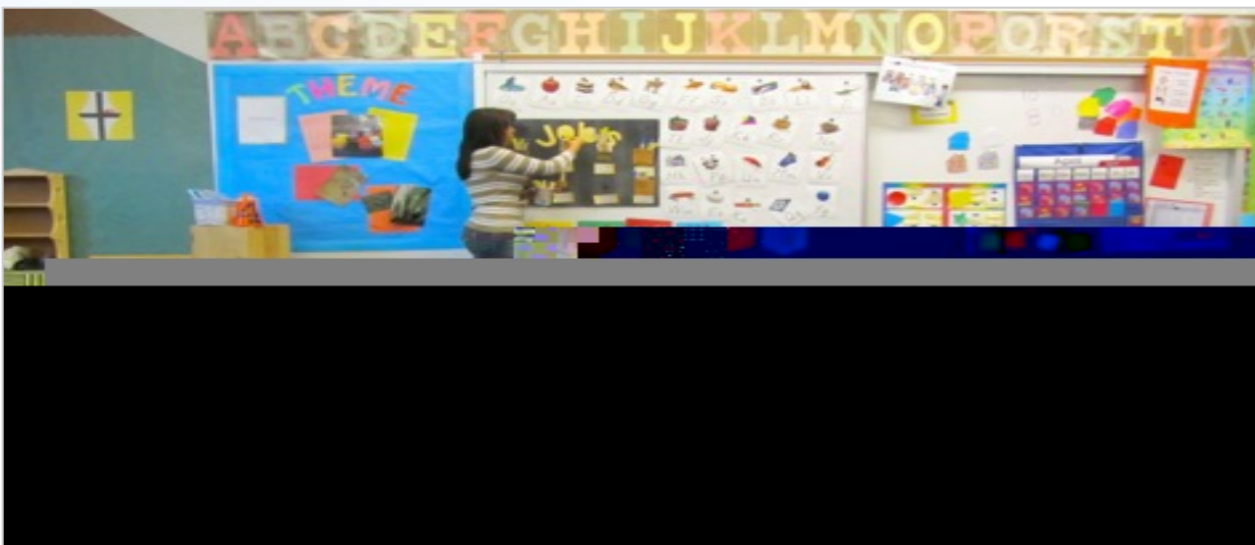
LEARNING CENTERS

LITERACY

Whole Group



- Science/Soc St Content
- Collaborative Practice
- Read Aloud
- Phonological Awareness
- Vocabulary
- Pre Writing



Read Aloud Books



LITERACY

Small Group

Small Group — Teaching Table

Oral Language

Identify, discuss, and name animals in *Bear Says Thank!*. Extend the conversation about the real-life pictures and illustrations. Have children respond to simple questions, such as:

- Is this a real-life story or a pretend or make-believe story?
- Are the animals wild or pets? How do you know?
- How do you know more about the characters by looking the illustrations?

ELL

Hold up a picture of an animal. Have children describe the illustration of the story.

Extend

Have children describe the emotions in the story by using the expression and drawing.

Support

Have young children only draw the face of the bear.

Extend

Have children tell a story about their bear. An adult can print children's stories.

Writing

Use a sheet of paper to form four squares. Use pages 5 and 6 of *Draw Animals*. Combine the pre-writing strokes to complete the extended Drawing of a bear.

Children choose Learning Centers for purposeful play and productive practice if not participating in small group activities.

- letter identification
- identify different sounds
- sight words and decoding
- retelling stories
- reading simple sentences

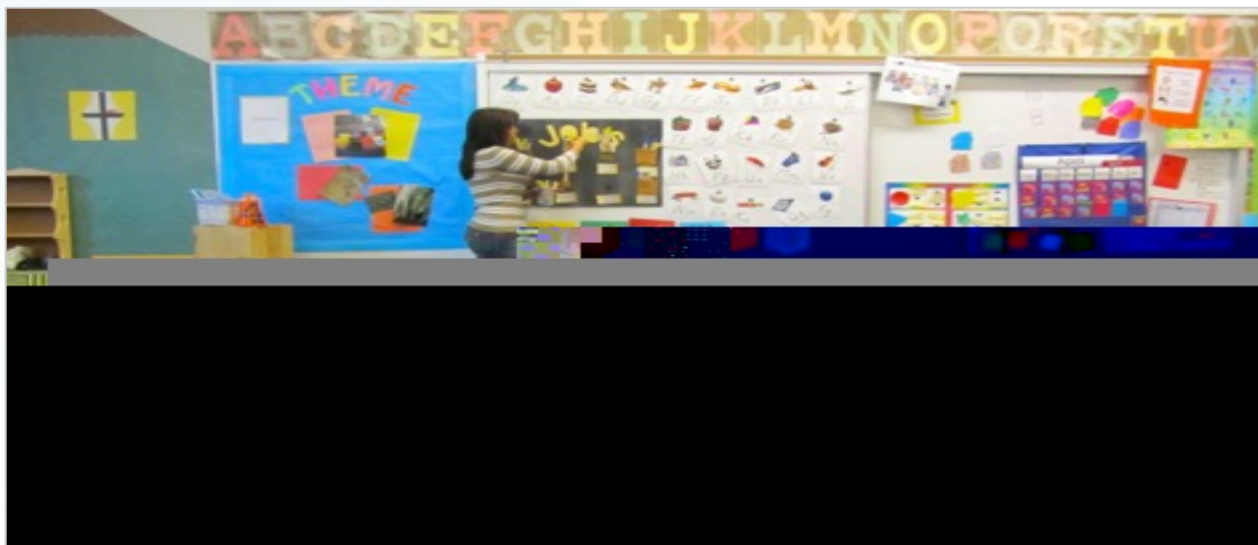


NUMERACY

Whole Group



- Science/Math Content
- Pre number concepts
- Numbers
- Geometry
- Measurement
- Data Concepts





- Number concepts and operations
- Identifying numbers
- Identifying shapes & patterns
- Concepts of time
- Comparing and contrasting
- Counting & comparing groups of objects

Small Group — Work Table

Math

Give each child a shoebox or container and some small counting objects to demonstrate how to place an object *inside* or *outside* of a box. With guidance and support, help children place objects *inside* or *outside* of a box.

Next, demonstrate how to place an object *near* or *far* away from another object. Place one beanbag next to the box and one beanbag across the Work Table. Point out that the beanbag next to the box is *near* the box and that the other beanbag is *far* away from the box. With guidance and support, help children place objects *near* or *far* away from another object.

ELL

Say the position word and encourage children to repeat the word and copy your model as you place an object *inside*, *outside*, *near*, and *far*.

Extend

Invite children to listen and follow instructions, placing beanbags in positions. (Far)

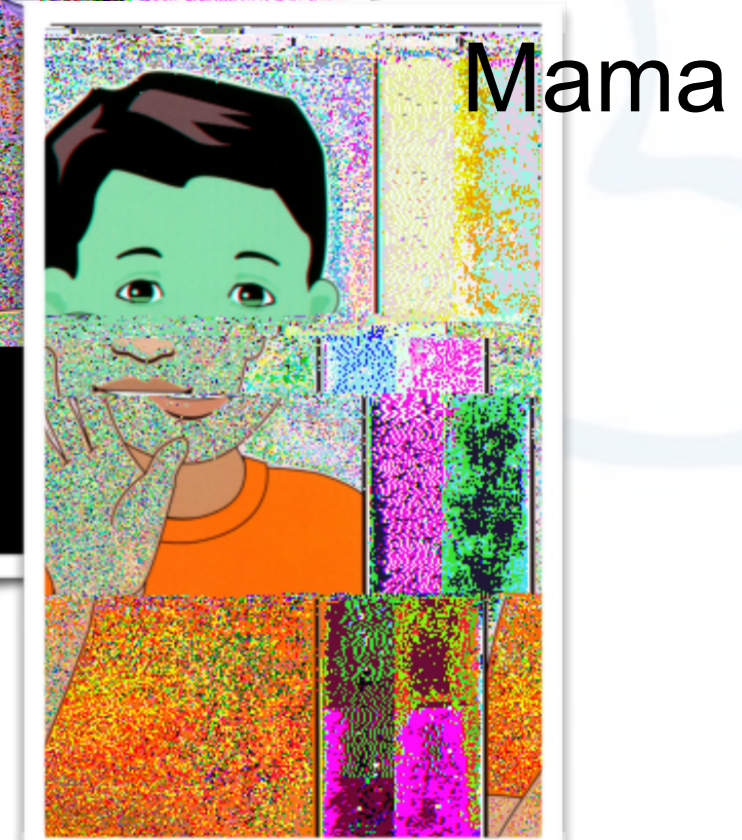
Support

Say the name of a body part and invite children to point to or move that body part.

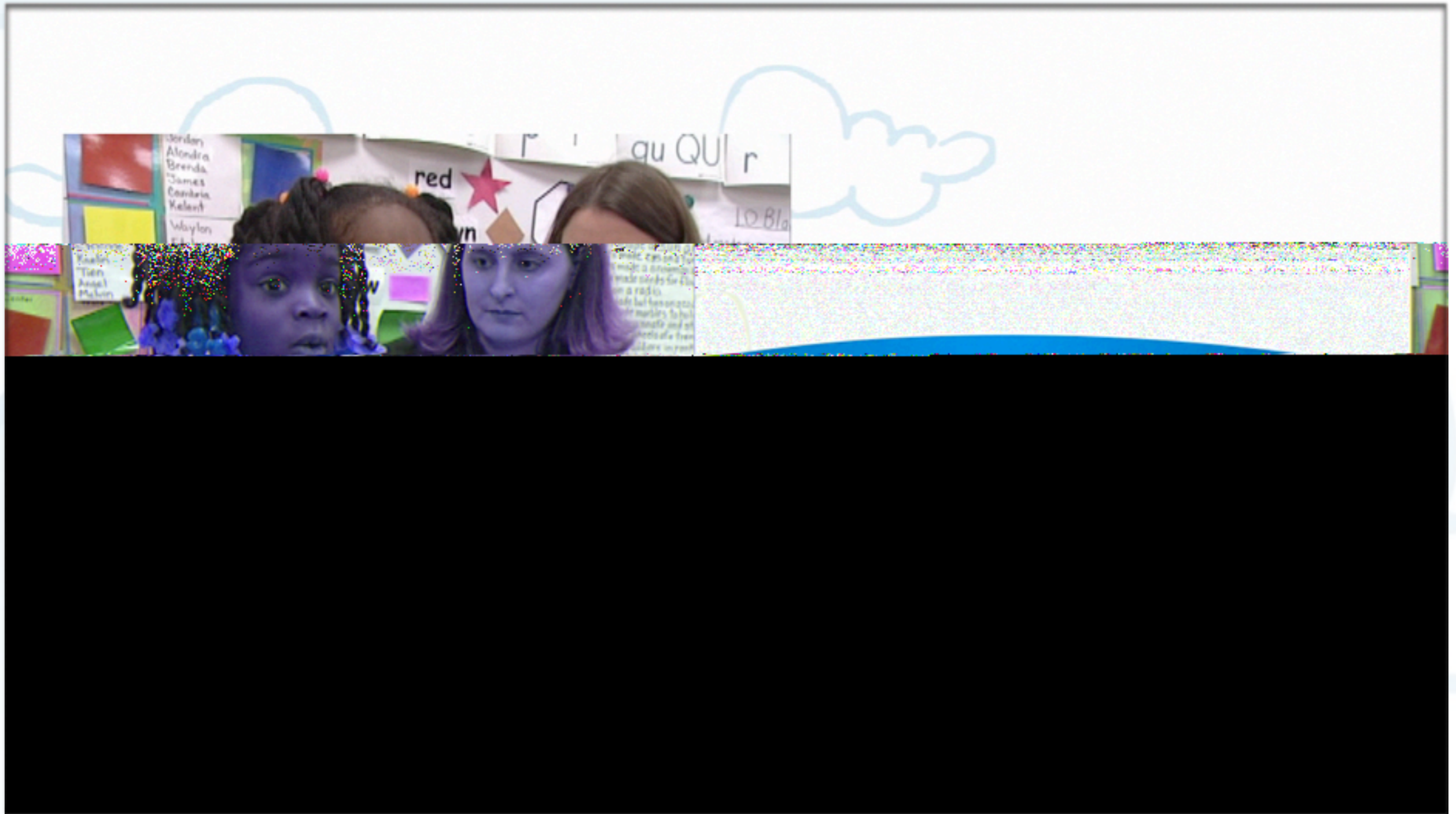
Children choose Learning Centers for play and productive practice if not participating in group activities.



AMERICAN SIGN LANGUAGE (ASL)

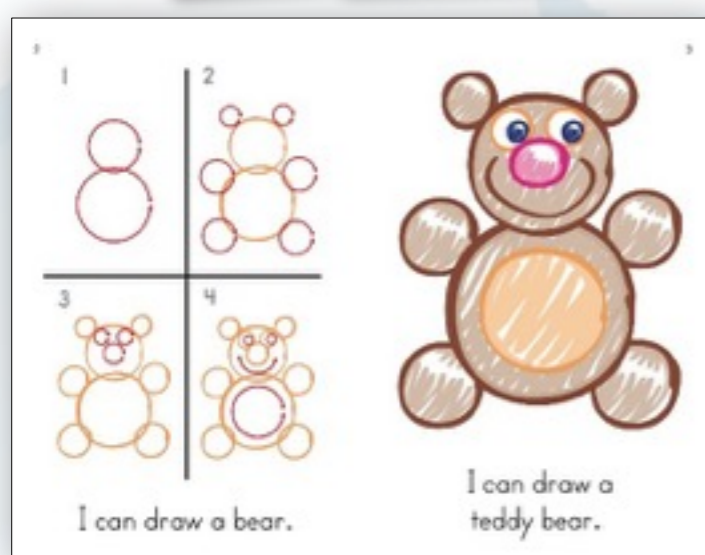


AMERICAN SIGN LANGUAGE



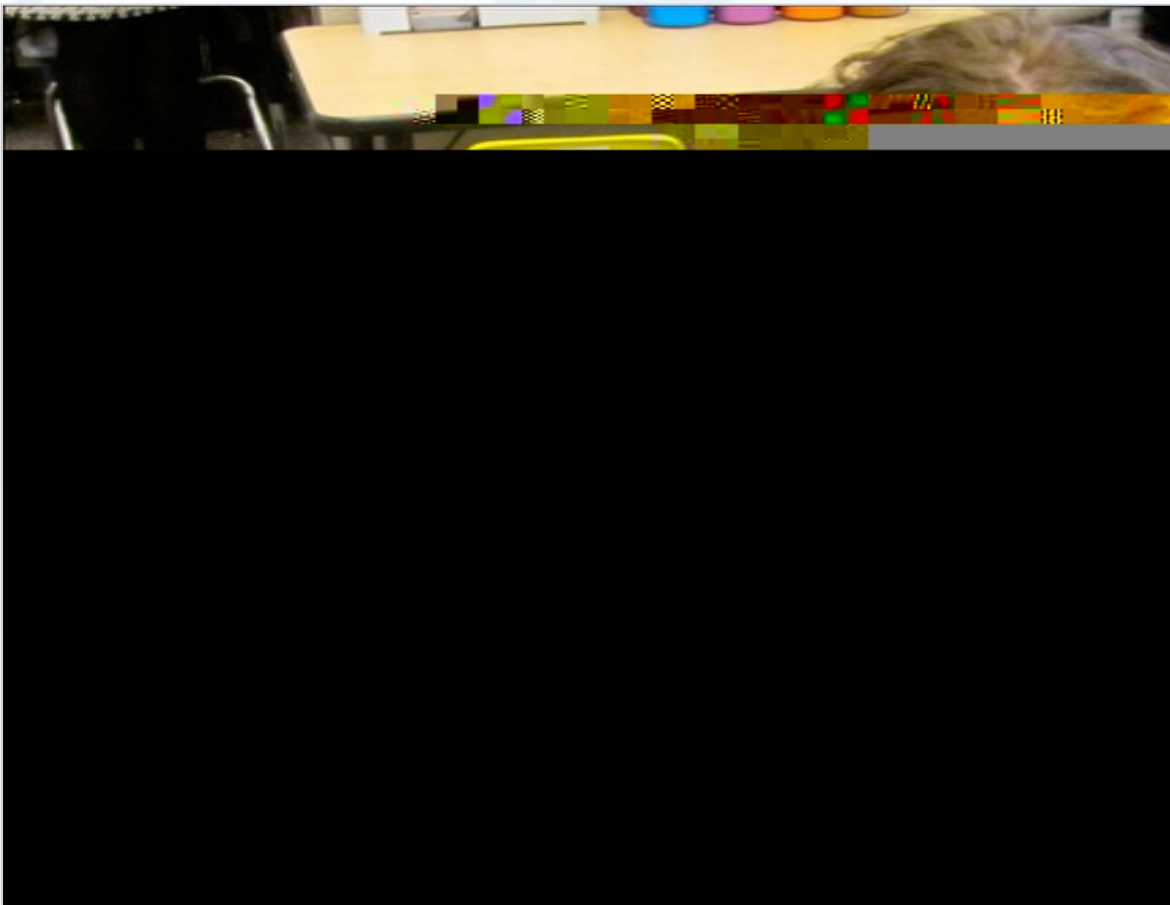
“I CAN DRAW” PRE-WRITING PROGRAM

✓GOLD



- 5 Pre-writing Strokes
- Emergent writing skills
- Directed Drawings
- 20 Big Books (English & Spanish)

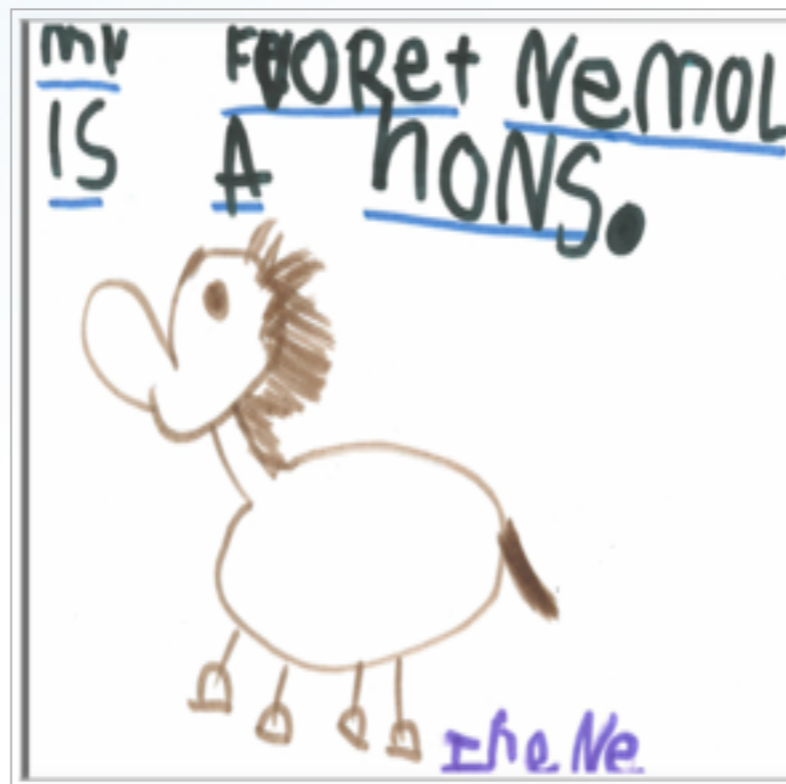




THE DIFFERENCE



TRADITIONAL



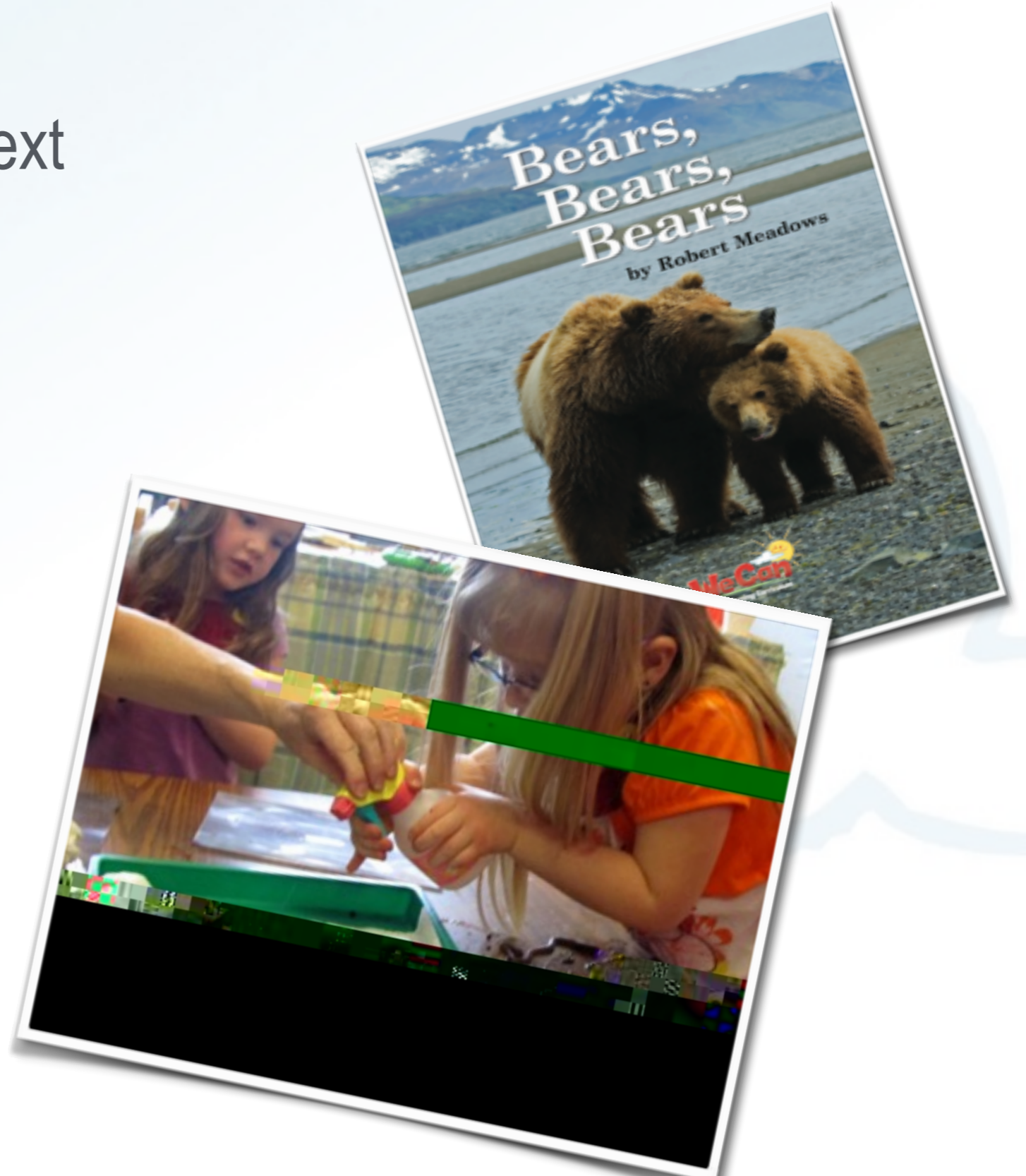
**"I CAN DRAW"
INSTRUCTION
4.1 YEARS**



**"I CAN DRAW"
INSTRUCTION
3.7 YEARS**

CONTENT AREA : SCIENCE AND SOCIAL STUDIES

- 24 big books-informational text
- Concept development
- Collaborative practice
- Real World Applications
- Academic vocabulary




PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

- Creative dramatics
- Moving to music
- Personal hygiene
- Health and nutrition
- Safety rules



FINE ARTS

- Exploration and discovery
- Visual Arts
- Role-play and drama
- Music concepts
- Dance 



TECHNOLOGY - THE LEARNING ZOO

Phonology

Writing

Math

Science

Drawing

COMPREHENSIVE ASSESSMENTS

✓ **GOLD**

Child's Name: [WOL] Month: August
 Teacher Name: [WOL] Unit: Self-Awareness

Unit Checklist for Progress Monitoring

Progress: What we observe. 3 = Child applies skill with minimal help.
 2 = Child needs some guided practice.
 1 = Child depends on teacher support.

Daily Key Objective	Progress	Comments
Begin to listen attentively for an age-appropriate time period.		



Student Name: _____ Month: August
 Nombre del estudiante: _____ Mes: agosto

Teacher Name: _____ Unit: Self-Awareness
 Nombre de la maestra del maestro: _____ Unidad: Conociéndonos a nosotros mismos


Unit Checklist for Progress Monitoring

Daily Key Objective	Progress	Comments
Begin to listen attentively for an age-appropriate time period.		

Assessment Sheet
Hoja de Evaluación

Student / Estudiante: _____ Birthdate / Fecha de Nacimiento: _____
 Teacher / Maestra(s): _____ Grade / Grado: _____
 Examiner / Examinador: _____ Test Date(s) / Fecha(s) de Prueba: _____

1. Circle the shape(s) the student did NOT name correctly.
 Rodee con un círculo la(s) forma(s) que el estudiante no nombra correctamente.



2. Circle the letter(s) the student did NOT name correctly.
 Rodee con un círculo la(s) letra(s) que el estudiante no nombra correctamente.

z b w j a m y e h
 p c f n d v g t k
 r l o u i s q

(for Spanish only) ch ll ñ rr

3. Use construction paper or plastic objects to assess recognition of colors. Circle the color(s) the student did NOT recognize.
 Use objetos de plástico o papel de colores para evaluar el reconocimiento de los colores. Rodee con un círculo el/los color(es) que el estudiante NO reconoce.

red / rojo yellow / amarillo blue / azul green / verde orange / anaranjado
 pink / rosa black / negro purple / morado brown / café white / blanco

4. Circle the letter(s) the student did NOT name correctly.
 Rodee con un círculo la(s) letra(s) que el estudiante no nombra correctamente.

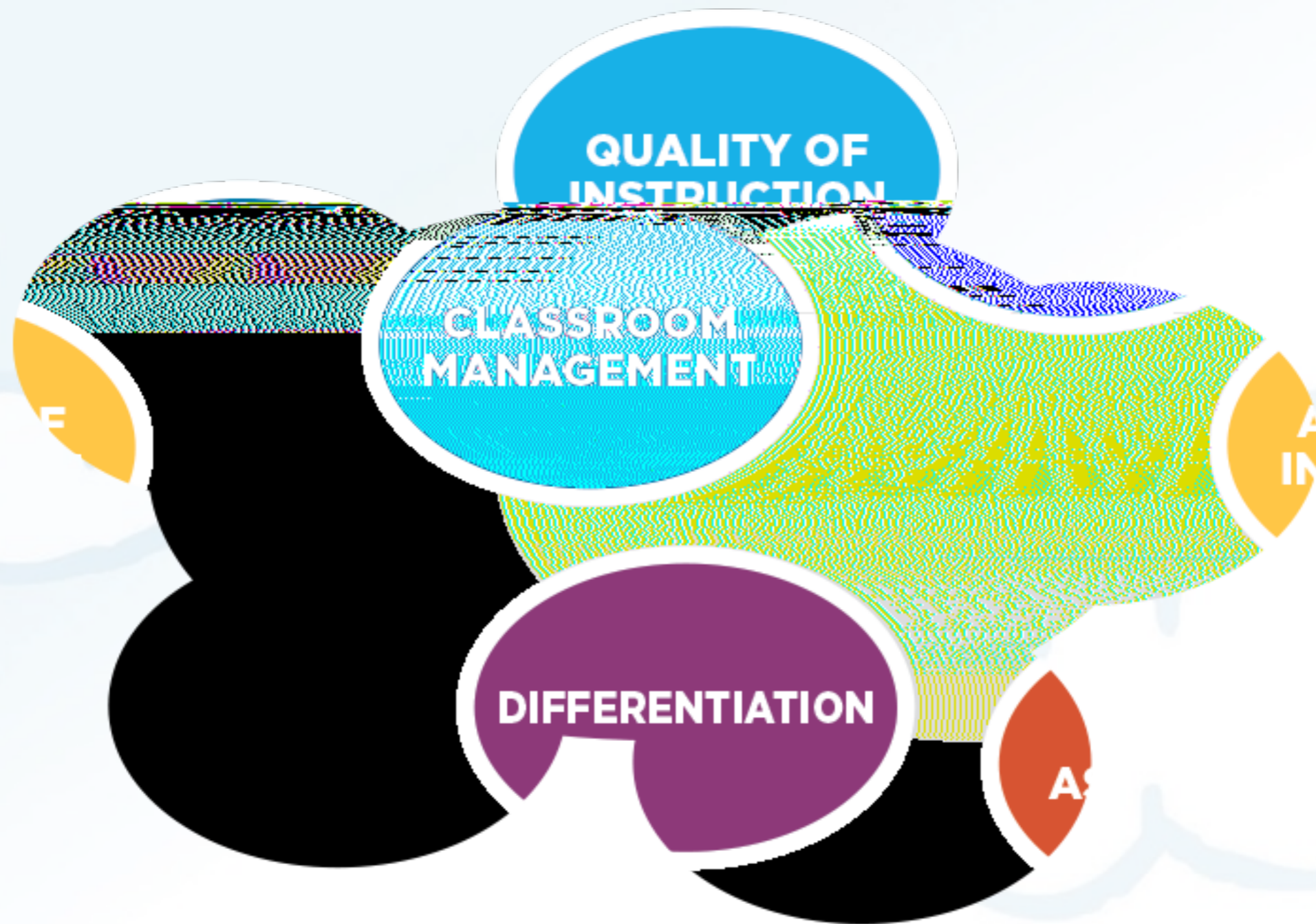
Z B W J A M Y E H
 P C F N D V G T K
 R L O U I S Q

(for Spanish only) Ch U Ñ

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SUCCESSFUL IMPLEMENTATIONS AND PARTNERSHIPS



Face-to-Face Training / Coaching and Support / TOT Training

