

ABSTRACT OF CAPSTONE

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The Graduate School
Morehead State University
November 30, 2013

2T² PRESCHOOL TRANSITION PLAN

Abstract of capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Barbara J. Cook

Russell, Kentucky

Committee Chair: Dr. David Barnett, Professor

Morehead, Kentucky

November 30, 2013

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2T² PRESCHOOL TRANSITION PLAN

The purpose of the project, 2T² Preschool Transition Plan, was to develop a systemic plan that prepared 4 year old preschool students of Wurtland Elementary with the necessary school readiness skills the year prior to entry as a kindergarten student. This project integrated the components identified as essential to program effectiveness, comprehensive planning, qualified personnel, parental involvement, quality curriculum, implementation fidelity and continuous monitoring. The 2T² Preschool Transition Plan is the first preschool transition plan initiative for the Greenup County School District. A unique feature of the 2T² Preschool Transition Plan was Homework Academy. This strategy utilized parents as instructors to reinforce school readiness skills taught during the school day. According to a planned curriculum schedule, parents received weekly packets of ready-made learning materials they used to reinforce readiness skills. School readiness skill performance of the preschool students was monitored at three points, beginning-of-the year, mid-year, and end-of-the-year. Year one implementation data indicated the 2T² Preschool Transition Plan had an impact on the school readiness skill performance of the preschool students. 2T² Preschool Transition Plan data results also indicated students whose parents returned a higher number of homework contracts, the measure used for implementation fidelity, had a higher School Readiness Skill Performance rating. Data findings indicate that continued implementation of the 2T² Preschool Transition Plan could reduce the achievement gap of entering kindergarten

students and have a domino effect of reducing the achievement gap found at the consecutive performance levels at Wurtland Elementary.

KEYWORDS: readiness skills, quality education, transition, parent involvement, achievement gap

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2T² PRESCHOOL TRANSITION PLAN

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DEDICATION

This capstone is dedicated to those whose support made this goal attainable.

First and foremost, to God, your mercy has guided me each and every day.

To my husband, Rob, whose encouragement and support has always been there through my many educational endeavors – I am truly blessed to have you in my life. You are my anchor through good times and bad.

To my children, Andrea and Adam:
You are my legacy. Use the skills God has given you to accomplish your chosen goals. Remember, happiness is important.

To my parents, Les and Pauline Tussey, who instilled in me a strong work ethic, that honesty defines your character, and when you set out to do something, give it your best effort.

To my granddaughter, Kennedy Jane and my future grandchildren, your opportunities have yet to be revealed; make the most of every moment.

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Executive Summary

The 2T² Preschool Transition Plan sought to develop a plan to address the academic deficiencies, or preparation gaps identified when students enroll in kindergarten. Attendance in an early childcare program does not mean these preschool students attain the necessary school readiness skills to be successful in kindergarten. Current early childcare options revealed a plethora of program practices funded through the federal government, state-funded, or a blended option that integrates federal and state regulations. The lack of early childcare program regulations has created a smorgasbord of early childcare options for parents with the decision made many times based on the ability to pay.

Without regulatory procedures, early childcare providers determine the program that is offered. A variety of program offerings currently present childcare options that emphasize curriculums with different academic content, have differing teacher/child ratios, and varying credential criteria for early childcare employees. Inconsistent early childcare offerings are the dilemma parents of preschool parents encounter today.

The need for early childcare has steadily increased. The increase is due to several societal factors, more mothers entering the work force, single-parent households, and socialization concerns. Quality early childcare programs must address the increased need. The emphasis for quality early childcare programs is a focus of current research efforts and of politicians. Research efforts has presented numerous studies that provide compelling evidence that children who attend quality early childcare programs academically outperform students who do not attend these programs, attain higher levels

of education, earn higher financial status, and have fewer incarcerations (Anderson, Foster, & Frisvold, 2010; Schweinhart, 2009; Wilder Research, 2009). The evidence in hand, politicians continue to provide inadequate funding for early childcare education initiatives.

The focus of research for 2T² development was the areas of quality early childcare education programs, transition issues, and parent involvement, specifically their impact on student achievement. 2T² used a systemic process of continuous improvement to integrate effective component commonalities found in research areas of quality early childcare education programs, transition, and parent involvement. Using comprehensive planning, qualified personnel, parent involvement, quality curriculum, implementation fidelity, and continuous monitoring components, 2T² was designed, developed, and implemented.

The need for the 2T² Preschool Transition Plan was identified when the achievement gap or preparation gap detailed entering kindergarten students were not prepared with school readiness skills. A unique strategy of the 2T² Preschool Transition Plan is the parent involvement strategy, Homework Academy. The strategy utilized parents as instructors who provided reinforcement of school readiness skills according to a paced, weekly schedule the year preceding kindergarten. Year 1 implementation data indicated the 2T² Preschool Transition Plan impacted school readiness skill performance of preschool students at Wurtland Elementary. The data results offered encouragement that continued use of the 2T² Preschool Transition Plan could impact the achievement

gap of entering kindergarten students and could have a domino effect of impacting achievement gaps at consecutive performance levels.

Chapter One

Introduction

In the United States, every child has the opportunity to obtain a free, public education. Education may be viewed as a key that opens doors of opportunity. Providing a free, public education to every child is a topic popular with politicians and readily acknowledged as a cure for societal ills. Children of the United States are very fortunate to be afforded educational opportunities, but is each child afforded the opportunity to receive a quality education? Research by Colby, Witt, and Associates (2000) define a quality education as learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

Making sure students are globally competitive places great demands on educators, parents, and public policymakers because it means ideas, strategies, and educational programs remain fluid; in a continuous state of change. Change is a constant in education; changing curriculum, changing standards, changing programs – all of which affect student performance. One could say students are works-in-progress. Why? Societal needs of our world are constantly changing. Societal needs in areas such as medical, vocational, and technology continue to change requiring students attain the educational skills to address these changes. As society's needs change so do student needs. Education has to ready students with the necessary academic skills to meet the

changing needs of a global economy, which means the strategies developed must equip today's students with an ever-changing set of college and career readiness skills. A pivotal question for parents and schools today is how do we prepare children for an ever-changing future?

Children enter kindergarten carrying the hopes and dreams of their parents to develop into productive adults and make our world a better place to live. The idea that their child may not be equipped with the necessary school readiness skills to be successful is not a consideration; they are five, therefore they are prepared for kindergarten. Is five the age at which all children magically possess the necessary school readiness skills to be successful in kindergarten? School readiness is defined as a measure of how prepared a child is to succeed in school, cognitively, socially, and emotionally (Gesell Institute of Human Development, 2009).

A child's education begins the moment of birth. Children may have many teachers before they enter school as a kindergarten student. Excluding parents as a child's first teacher, grandparents, childcare providers, Sunday school teachers, and friends may serve in the role of teacher. The probability each child will enter kindergarten with different abilities increases exponentially when learning is presented from a plethora of teachers. A quote of Haim Ginott depicts the affect of learning experiences, "Children are like wet cement. Whatever falls on them makes an impression" (Lansky, 2006).

The number of children participating in early childcare programs prior to enrollment in kindergarten has steadily increased (Schweinhart, 2004). Several factors

account for the increased enrollment, one being addressing the needs of children identified as at-risk of school failure and special education children. Research indicates that addressing learning deficits of at-risk and special education children must be provided as early as possible to ready these children for formal schooling (U.S. Department of Health and Human Services, 2010). Childcare needs of working mothers and single parent families contributed to increased early childcare enrollment, while other children enrolled in early childcare programs to provide opportunities for socialization (Glicksman & Hills, 1981). With increasing numbers of children attending these programs, the need for quality early childcare programs also increased (Schweinhart, 2004). Research provided evidence of the impact attending quality early childcare programs has on student achievement, the economy, and social institutions (Anderson, Foster, & Frisvold, 2010; Schweinhart, 2009; Wilder Research, 2009).

Participation in an early childcare program does not always equate to attainment of the necessary school readiness skills. Inconsistencies exist in the quality of services offered, the curriculum offered, and the expertise of early childcare providers. Heckman and Masterov (2007) report inequities in early childcare providers and programs create preparation gaps in preschool children. A result of the preparation gap was many preschool children enter kindergarten with vastly different school readiness skills than same age peers (Doggett & Wat, 2010; Gruendel, 2003).

Children who do not attend a preschool program are another reason for the preparation gap of readiness skills. According to research, the lack of a literacy enriched home environment and lack of finances to pay for readiness learning opportunities causes

a preparation gap between the at-risk child and their more affluent peers (Halle, Forry, Hair, Wandner, Wessel, & Vick, 2009; Rouse, Brooks-Gunn, & McLanahan, 2005).

Leaving no child behind becomes a challenge when students enter school unprepared. National data revealed lack of readiness results in additional expenditures for remedial and special education, increases high school dropout risk, and is a continued cost for the individual and for society by increased social services program enrollment (Gruendel, 2003). Two renowned studies, The Abecedarian Project and The HighScope Perry Experiment, provided longitudinal information of the impact of quality early childcare on student achievement (Schweinhart, 2004; Winton, Buysse, & Hamrick, 2006). These studies reported participants achieved higher cognitive performance scores toddler through adulthood, attained higher levels of education, fewer students referred for special education services, obtained higher-paying jobs, and had a significant lower percentage of arrests (Schweinhart, 2004; Winton, Buysse, & Hamrick, 2006).

The emphasis of education research has shifted to early childcare education and the importance of transition plans at specific points in a child's educational experience, specifically student transition needs between preschool to kindergarten (Jolly & Orbach, 2007). Reported transition difficulties preschool children demonstrate are an inability to get along with others, difficulty adjusting to a new group setting, academic deficiencies, and separation anxiety (Rimm-Kaufman, Pianta, & Cox, 2000).

Wurtland Elementary data supported the findings of Rimm-Kaufman et al (2000) with 98% of entering kindergarten students determined to not have the necessary readiness skills. The 2T² Preschool Transition Plan addressed the school readiness

transition needs of preschool children. 2T² utilized parents in the role of teacher to reinforce readiness needs in the areas of math, reading and writing with the Homework Academy strategy of 2T². Parents participated in preparing their child with the skills needed to enter school ready to learn and progress as same-age peers.

Problem Statement

Many children enter kindergarten without adequate school readiness skills that ensure a successful transition to kindergarten. The lack of readiness skills initiates the domino effect of children entering school behind their better-prepared peers. Research by Halle, Forry, Hair, Perper, Wandner, Wessel, & Vick (2009) reported students not prepared with readiness skills are likely to continue this pattern of performing below grade level throughout their educational career.

Purpose of Study

The purpose of this study was to determine if implementation of a systemic preschool transition plan prepared preschool students with the readiness skills necessary to be successful in kindergarten. According to research, too many students leave each grade level not performing on level academically as same-age peers. The achievement gap revealed at kindergarten entry continues throughout many students' educational experience, unless plans are put in place to address achievement gaps (National Governors Association Task Force, 2005).

Significance of the Study

Identification of achievement deficits established the need for the 2T² study. Wurtland Elementary analyzed assessment data, K-PREP, Star Reading, and Star Math to

determine achievement gaps in the student population; specifically gaps in and between performance levels, for at-risk students, and between genders. In August of each school year, entering kindergarten students completed a school readiness assessment that measured school readiness skills (math and reading) students possess. The readiness skills measured were foundation skills necessary for reading and math fluency, such as upper and lower-case letter recognition, recognition of numbers 1-10, consecutive counting, and sight words.

The school readiness data for Wurtland Elementary kindergarten students beginning in 2009 and ending in 2013 are presented in Table 1. Data indicated a large percentage of entering kindergarten students did not have the school readiness skills necessary to be successful. The percentage of entering kindergarten students without the necessary readiness skills steadily increased from 2009 – 2012. The 2013 decrease in the percentage of entering kindergarten students without the necessary school readiness skills reflects data after year one implementation of the 2T² Preschool Transition Plan.

Table 1

Wurtland Elementary Students Lacking Kindergarten Readiness Skills

Year	Percentage of Students
2009	73%
2010	62%
2011	78%
2012	98%
2013	57%

Source: Scholastic Report, 2009; Scholastic Report, 2010; Scholastic Report, 2011; Scholastic Report, 2012; and Brigrance Report 2013

Table 2 contains the performance level data of math and reading, grades one through five for Wurtland Elementary, and reflects a substantial percentage of students continued to not perform on level with same age peers.

Table 2

Wurtland Elementary Students Performing Below Level – 2012-2013

Performance Level	Percentage Below Level Reading	Percentage Below Level Math
1 st Grade	64%	36%
2 nd Grade	54%	63%
3 rd Grade	32%	41%
4 th Grade	63%	46%
5 th Grade	60%	69%

Source: Renaissance Star Math Report, 2012; Renaissance Star Reading Report, 2012

Data from Table 1 and Table 2 were examined to determine the impact a year of instruction had on closing the achievement gap identified at the beginning of kindergarten. Longitudinal data reflected a 28% decrease in the achievement gap. Evidence the achievement gap had continued with students to the next performance level identified 50% of first grade students began the year not performing on level with same age peers. School readiness and grade performance data indicated a preschool transition plan could be critical to increasing the overall achievement of students at Wurtland Elementary. Identification of achievement gaps guided the research process to develop improvement strategies focused on increasing student achievement, and decreasing performance gaps.

The significance of this study was that implementation of the 2T² Preschool Transition Plan could prepare participating preschool students with the necessary school readiness skills to be successful in kindergarten. A plan in place that had students entering kindergarten on performance level had the potential to impact achievement gaps at each consecutive performance level, K-5.

Context of the Study

Greenup County is located in the Northeastern corner of Kentucky in the foothills of the Appalachian Mountains, where Kentucky, Ohio and West Virginia meet. It is a rural county that face the same obstacles to growth and development as other communities, a dwindling economy, loss of jobs, and loss of industry. With loss of jobs and loss of industry, the population of Greenup County has declined. The Greenup County School District is one of three school districts in the county of Greenup. The Raceland-Worthington Independent and Russell Independent are the other two districts located in the county.

Demographic Information

The Greenup County School District is the largest employer located within the school district. It employs 223 certified personnel and 230 classified personnel (Greenup County School District Website, 2012). The district has gone through many changes over the years. Declining enrollment led to the downsizing of facilities from 12 elementary schools to four, three high schools to one, and the creation of two middle schools. Downsizing of facilities has created long bus rides for many of the students with some students riding a bus 1½ hour to get to school.

The Greenup County School District is one of high poverty. As a district, 66% of students are identified as at-risk status. The poverty level of Wurtland Elementary students is much higher; 75% of the students are identified as at-risk. A high percentage of adults in the Greenup County School District, 88%, have attained an education level that is less than a bachelor's degree (Family Resource Center, 2009).

The educational program offered services PreK-Grade 5 students at the elementary level, Grade 6-Grade 8 students at the middle school level, and Grade 9-Grade 12 students at the high school level. The Greenup County School District implements the learning standards adopted by the Kentucky Department of Education and has an aligned curriculum, PreK-Grade 12. A multitude of educational programs and services are offered to meet the needs of all students; services include gifted/talented, 504, IDEA, RTI, 21st Century, ESS, differentiated instruction and extracurricular activities.

District Improvement Initiatives

In addition to downsizing in Greenup County, educational improvement planning has been fragmented with no one working toward a shared vision or common goals. Change processes have not been effective in the Greenup County School District. The use of a district-wide diagnostic screening tool keeps changing, making interpretation of trends in student achievement and curriculum deficits difficult to determine. Each diagnostic screening tool currently utilized, Think Link, Aimsweb, and MAP is implemented and presents data differently making it difficult to interpret students'

achievement, recognize longitudinal achievement trends or to conduct a diagnostic screening tool comparison.

Another change initiative, the use of Curriculum Resource Teachers (CRT's), had the goal to provide training designed to increase the professional growth and effectiveness of teachers. The CRT's were pulled from the schools to prepare district-meeting presentations or to compile district diagnostic data resulting in the services provided teachers inconsistent. The inconsistency of services to teachers limited their professional growth and classroom effectiveness.

Timely communication was a third change initiative in the Greenup County School District. Three committees have been formed to increase communication among stakeholders, teacher liaison, parent liaison, and a district liaison. Each communication initiative has proven ineffective. Reasons given for ineffectiveness include lack of meetings and lack of follow-through of decisions. The changes that have been put in place have lacked continuity and monitoring, key attributes of effective change according to Joseph & Reigeluth (2010).

Factors Impacting Academic Achievement

Educational programs and student achievement in the Greenup County School District are impacted by several factors. These factors affect the budget, delivery of educational services, and availability of resources. One factor is the reciprocal agreement that the Greenup County School District has with surrounding school districts. The reciprocal agreement allows students from Greenup County to attend other districts

without paying tuition and allows students from other districts to attend a Greenup County School without paying tuition.

The Greenup County School District has approximately 423 students leave to enroll in other districts, and approximately 40 students from surrounding districts enter to attend a Greenup County School (Greenup County School District, 2012). Each year more than one million dollars is not received into the district because students choose to attend schools in other districts. The reciprocal agreement impacts the district's enrollment, which impacts the district's budget and the amount of resources available to educate Greenup County students.

Road conditions during inclement weather are another factor that impacts attendance and the effectiveness of the educational program delivered. The Greenup County School District has a Plan B Transportation Schedule in place to reduce the number of days missed because of bad road conditions. The Plan B Transportation Schedule allows buses to travel on main routes only, with parents transporting their children to meet the buses from secondary road locations. Greenup County has not implemented the Plan B Transportation Schedule to determine if district attendance would be sufficient to support its continuance. School days missed due to inclement weather create a break in instruction consistency that is critical for increasing student achievement (Zemelman, Daniels, & Hyde, 1993).

Poor student attendance has a negative impact on student achievement and the budget. When students are absent, the opportunity is lost to teach academic concepts needed for student growth and development. District funding is dependent on daily

attendance and poor attendance decreases the availability of funds to purchase programs for students. 2011-2012 student statistics for the Greenup County District include a student enrollment of 2,920, a dropout rate of 3.11%, and the students' average daily attendance was 92.45% - which is 2% below the state average; statistics used to determine state funding the Greenup County School District receives (Greenup County School District, 2012).

Lack of academic achievement has impacted public perception of the quality of education one can receive in the Greenup County School District; impacting student enrollment and decreasing educational dollars sent to the district. Prospective homeowners related district performance results are examined to determine which school and district they wanted their children to attend prior to purchasing a home.

Using the No Child Left Behind (NCLB) mandate as a measure, academic successes of the Greenup County School District have been limited. The district has never achieved Average Yearly Progress (AYP) during the NCLB mandate. In 2010 Greenup County High was designated as a Persistently Low Achieving (PLA) school; one of the ten lowest performing schools in the state. Greenup County High is in its second year under the monitoring of the Kentucky State Board of Education and receives additional funds for improvements through the School Improvement Grant (SIG) that was written.

Improvement Strategies

Wurtland Elementary is one of four elementary schools in the Greenup County School District. The district's student/teacher allocation formula is 24:1 with Title 1 and

Title VI funds utilized by the School Based Decision Making (SBDM) Council to fund additional teaching slots.

The preparation and experience of our teachers is important to students' success. All teachers at Wurtland Elementary have the designation Highly Qualified. Twenty-six percent of the teachers hold a bachelor's degree, 68% hold a master's degree, and 5% have Rank I status (Kentucky Department of Education, 2012). There is a wide-range of teaching experience ranging from 0 years to 26 years. This range of teaching experience provides support and resources for both inexperienced and experienced teachers. Inexperienced teachers bring new ideas and teaching strategies that can be shared with more experienced teachers. Experienced teachers share professional advice, provide time management strategies, and guidance of operating practices to lessen stress for inexperienced teachers.

A strategy implemented at Wurtland Elementary to address performance level gaps was to further reduce the teacher/student ratio at the mandated assessment levels of third, fourth, and fifth grade. This strategy provided additional one-on-one instruction per student and heightened focus on an identified assessment deficit in answering constructed response questions at the proficiency level. Wurtland Elementary has made AYP each year the No Child Left Behind mandate was in place. However, Table 3 displays KPREP scores declining over the 2010-2011 and 2011-2012 school years. The 2011-2012 KPREP scores were based on the new assessment system and not comparable to previous assessments.

Table 3

*Interim KPREP Performance Report**Comparison of 2009-2010 and 2010-2011 Math and Reading Assessment Data*

Performance Level (By Grade)	2010 Reading	2011 Reading	Difference	2010 Math	2011 Math	Difference
3 rd	91.30	92.50	+ 1.20	93.48	97.50	+ 4.02
4 th	77.50	72.34	- 5.16	82.50	76.60	- 5.90
5 th	87.50	72.09	-15.41	72.50	53.49	-19.01

Source: Kentucky Department of Education, 2010, & Kentucky Department of Education, 2011

Greenup County Early Childcare Programs

Early childcare programs offered in Greenup County vary in structure and in quality. Early childcare providers include Head Start, private and public early childcare providers (daycare centers), and family early childcare providers (family members that provide babysitting services). Early childcare education is not a mandatory requirement for preschool children. The Greenup County School District partners with Northeast Head Start and implements a blended early childcare education program. At the present time, transition activities between Northeast Head Start and Wurtland Elementary entail weekly visits to the media center, summer Kindercamp, and an on-site visit in the spring. Transition efforts have not been expanded to include home childcare, private or public childcare providers.

Developing a preschool transition plan that enables all children to enter kindergarten with adequate readiness skills presented challenges. A preschool transition plan that countered the indicated reasons children enter kindergarten with different abilities required examining research of early childcare education programs and practices, transition issues, and parent involvement.

Research Question

This study addressed the following question,

Will implementation of a preschool transition plan prepare preschool students with the necessary school readiness skills to be successful in kindergarten?

Definition of Terms

The purpose of the section was to provide clarity and understanding of vocabulary specific to the 2T² Preschool Transition Plan. The vocabulary definitions aid in the comprehension of 2T².

2T² (Tools to Teach Transition) Preschool Transition Plan: A preschool transition plan that uses systemic processes to develop, implement, and monitor an early childcare plan for the purpose of preparing preschool students with the necessary school readiness skills.

2T² Preschool Transition Manual: A step-by-step manual for parents to utilize to prepare their 4-year-old child with the necessary school readiness skills prior to entering formal schooling as a kindergarten student.

At-Risk Children: Children determined to have the socioeconomic status level of poverty.

Early Childcare Program: Northeast Head Start and blended preschool programs are defined as the early childcare programs for this study that addresses the social, emotional, and cognitive needs of enrolled students.

Early Childcare Provider: Northeast Head Start and blended preschool program personnel (preschool teachers and instructional assistants) are defined as the early childcare providers for this study.

GOLD: A diagnostic assessment instrument that measures the developmental performance level of a child in preschool.

Greenup County Head Start Curriculum Map: A curriculum map that aligns the Creative Curriculum Learning Standards, Kentucky Early Childcare Learning Standards, and the Common Core Learning Standards into one document.

Homework Academy: A preschool transition strategy that uses parents to reinforce readiness skills at home to ready their child for kindergarten entry.

Homework Contract: An agreement between preschool parents and the 2T² Coordinator that states they will assist their preschool child with homework tasks during each school week.

Learning Manipulative: A tool used to explain or teach an academic skill to students.

Parent Involvement: Parents using intentional, focused transition strategies to equip their children with social, emotional, and academic skills to increase their children's school readiness skill level.

Performance Level: For the purpose of this study, math, reading, and written expression are the curriculum areas in which the preschool and kindergarten student must demonstrate competency of performance criteria designated for that level.

Preschool: Four year old children attending the Northeast Head Start program.

Program Assessment: Assessment instrument used to monitor progress of a program, identify program concerns, and determine program effectiveness. For the purpose of this study, the assessment instrument used to monitor progress is the School Readiness Check Sheet.

Progress Check Meeting: A meeting that examines data to determine program progress and needs. A progress check meeting is held after each administration of the School Readiness Check Sheet assessment.

Quality Education: For this study, it is learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

School Readiness Check Sheet: An assessment to determine level of school readiness for each entering kindergarten student. The School Readiness Check Sheet will aid in identification of RTI students.

School Readiness Skills: For the purpose of this study, measured School Readiness Skills refer to cognitive skills preschool children need to acquire prior to entry as a kindergarten student. The cognitive skills are math, reading, and written

expression readiness that will be measured by the School Readiness Check Sheet assessment.

Stakeholders: The people that have a vested interest in what takes place in the success of the educational program at Wurtland Elementary.

Systemic Change: A process that shifts the perspective of change to one that emphasizes the interconnectedness of the parts of an organization and how one change affects all parts; a shared vision of all stakeholders working toward achievement of common goals.

Transition: A yearlong process to ready preschool students for kindergarten entry, which involves all stakeholders (students, parents, school, and community).

Transition Committee: The members of stakeholder groups (parents, school staff, and community) that plan, implement, communicate, and monitor the effectiveness of the 2T² Preschool Transition Plan.

Transition Coordinator: The individual that supervises the development, implementation, and monitoring of the 2T² Preschool Transition Plan. For this study, the Transition Coordinator was the principal of Wurtland Elementary.

Transition Strategies: The practices implemented by stakeholders (parents, school, community) that build a child's social, emotional, and academic competencies for successful school entry as a kindergarten student. For this study, transition strategies included 2T² training for parents, make-it-take-it workshop trainings, Homework Academy, and use of the 2T² Preschool Transition Manual.

Chapter Two Review of Literature

The purpose of this study was to determine if implementation of a preschool transition plan prepared entering preschool students with the necessary readiness skills to be successful in kindergarten. Section Two provided discussion of and literature support for the study, 2T² (Tools To Teach Transition) Preschool Transition Plan. Understanding why preschool students enter kindergarten at differing performance levels was essential to developing a plan to address the existing achievement gap between preschool and kindergarten performance levels, and prompted examination of three different, but connected, bodies of research. The three bodies of research included early childcare programs, transition issues, and parent involvement.

The 2T² Preschool Transition Plan is important to Wurtland Elementary. Using this plan to eliminate the achievement gap many entering kindergarten students possess could increase student achievement potential not only at the school level, but could potentially increase student achievement on a district-wide scale if implemented in every elementary school. Understanding the connection between early childcare education, transition issues, and parent involvement components required systemic thinking (how each part affected the other when a change was made) when developing educational programs that are accountable for the future educational success of students and their ability to be competitive in the global marketplace (Anderson, 1993; Duffy, 2006; Jasso, 2007; National Governors Association Task Force, 2005; Pianta & Cox, 1999; Schweinhart, 2004).

Examining research to understand how these components impacted student achievement allowed development of a program more likely to be effective (Governor's Task Force, 2010; Jensen, 2009; Lezotte & Snyder, 2011). As a house needs a strong foundation, each child needs a strong educational foundation.

Educational Change

Changing the way things have always been done created an environment in which the vision and goals were no longer clear. Understanding that change needed to take place required everyone to examine present practices, what the data indicated is and is not working, and the focus areas for change. Attendance to building trust and risk-taking increased stakeholder ownership and developed a shared vision, characteristics instrumental to achieving effective change (Lezotte, 2011; Thompson, 2006).

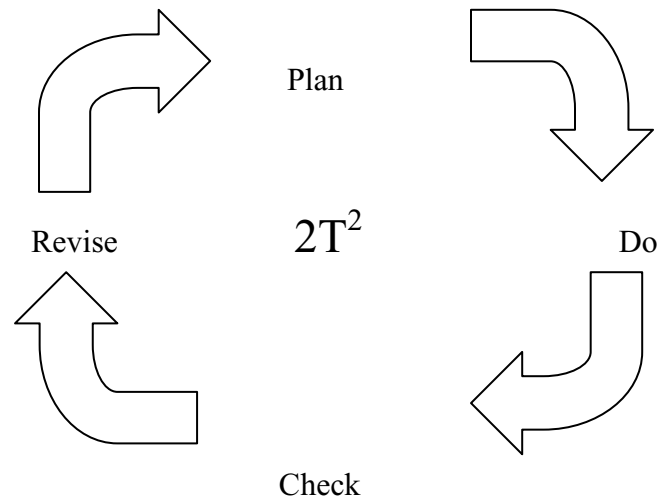
Joseph and Reigeluth (2010) referred to two types of educational change typically used by educational organizations, piecemeal change and systemic change. They explained piecemeal change as changing one part of a learning plan or organization without changing or affecting the other parts. Systemic change involved changing a part of an organization, but considering and including all other parts of the organization in the change process thus enabling everyone to understand that everyone is affected by changes that take place (Joseph & Reigeluth, 2010). Understanding how the preschool transition plan would affect the other parts of the educational program at Wurtland Elementary was the deciding factor between using the piecemeal and the systemic change process to exact educational change.

The preschool program in place at Wurtland Elementary is a blended program, a combination of state-funded preschool and Northeast Head Start. Before change could take place with the Wurtland preschool program, collaboration efforts by both organizations were necessary. Blending the state-funded preschool and Northeast Head Start preschool at Wurtland Elementary supported a systemic change process that involved all stakeholders in development of the 2T² Preschool Transition Plan. Developing an effective transition plan within a blended preschool program required a shift in mindset to one that embraced a shared vision with common goals and beliefs; such as what constituted quality educational services.

Finding the answer to the question, “Why Change?” was critical to Wurtland Elementary moving forward in developing a preschool transition plan. This question provided the starting point for 2T² development. Analysis of student assessment data revealed Wurtland Elementary had achievement gaps at every performance level, kindergarten through grade five. Several change strategies had been implemented to eliminate performance gaps, such as remediation instruction, utilization of content-specific software programs, and implementation of ability-grouping students for instruction. The strategies lacked focus of a comprehensive achievement picture for Wurtland Elementary, and provided a piecemeal approach to eliminating achievement gaps. Wurtland Elementary could no longer use a piecemeal change approach to meet the goal of, Everyone Enters Ready, with all preschool students entering kindergarten prepared with school readiness skills (Duffy, 2006).

Wurtland Elementary needed a preschool transition plan that allowed continuous monitoring, and revision of strategies; a preschool transition plan that implemented a continuous improvement process. Wurtland Elementary incorporated the process steps, Plan, Do, Check, and Revise to assure the 2T² Preschool Transition Plan was one of continuous improvement (Lezotte, 2011; Joseph & Reigeluth, 2010). This type of structure increased the likelihood of implementing a preschool transition plan that incorporated updated learning principles, best-practice teaching strategies, and one that embraced continuous communication between organizational structures (Anderson, 1993).

This continuous improvement process provided information applicable to eliminating the existing achievement gap of entering kindergarten students. Figure 1 paraphrases the common processes Wurtland Elementary used to develop the 2T² Preschool Transition Plan. It illustrates that continuous improvement involves repeating the steps of 2T², which include use of data driven decision-making to guide development of preschool strategies (Plan), implementation of preschool strategies (Do), check for strategy effectiveness (Check), revise strategies as needed (Revise), and the preschool transition process begins again (Lezotte, 2011; Joseph & Reigeluth, 2010).

Figure 1. 2T² Systemic Planning Process

Early Childcare Education Programs

Research of early childcare education was extensive and encompassed numerous areas: effective early childcare education programs, economic impact, curriculum, assessment, parent involvement, personnel qualifications, instructional strategies, and program expense. The researcher examined research of early childcare programs in operation and their various components, such as planning and implementation processes, learning standards, curriculum, teaching strategies, evaluation criteria, and program effectiveness data to guide development of the 2T² Preschool Transition Plan.

Research conducted by Heckman and Masterov (2007) and Schweinhart (2009) identified cost savings to society from children attending early childcare programs, specifically reductions in cost for student remediation services and lower numbers of incarcerations. Information of early childcare programs, and their operating characteristics provided strategies to eliminate the achievement gaps kindergarten

readiness data identified (Heckman & Masterov, 2007; Preschool Curriculum Evaluation Research Consortium, 2008; Reynolds, Temple, Robertson, & Mann, 2002).

Does the quality of early childhood educational programs affect achievement of the early learner? Research on early childcare education was vast with many variations of programs offered by early childcare providers (Governor's Task Force, 2010; Schweinhart, 2004; U.S. Department of Health and Human Services, 2010; Winton, Buysse, & Hamrick, 2006). For the purposes of this study, early childcare education encompassed a child's early experiences at 4 years of age at home and in the Northeast Head Start classroom. Early childcare arrangements for children varied. The arrangements included care by relatives, private and public center childcare programs, family childcare provided in the caregiver's home, and care provided in the child's home by babysitters (Barnett, Carolan, Fitzgerald, & Squires, 2011).

Schweinhart (2004) contended school readiness issues couldn't be successfully addressed until early childcare services that preschool students receive are of quality. Many studies have been conducted of early childcare programs, and the impact program participation has on student achievement (Editor FPG Publications Office, 2006; Maryland State Department of Education, 2009; Reynolds, 1999; Schweinhart, 2004; U.S. Department of Health and Human Services, 2010). Analysis of the following programs supplied information that guided development of 2T², Head Start, Abecedarian Project, HighScope Perry Preschool, Chicago Child-Parent Center, and a review of state-funded preschool programs.

Head Start Program

In 1965, the federal government put in place the Head Start initiative to address early childhood concerns, specifically children identified as at-risk and children with special needs (U.S. Department of Health and Human Services, 2010). Head Start used a multifaceted approach to early childcare education. This initiative provided comprehensive services that included preschool education; medical, family health care; nutrition services; and parenting resources. A Head Start impact study was conducted over a four-year time frame, following the same children from Head Start entry through the end of first grade (U.S. Department of Health and Human Services, 2010). The goal of the study was to determine the impact Head Start programs made in preparing low-income children with school readiness skills and the program components that impacted children's development the most.

The Head Start Impact Study revealed providing at-risk children access to Head Start had a positive impact on children's preschool experiences. Social development of students attending Head Start demonstrated greater ability to interact with same-age peers during cooperative learning activities (U.S. Department of Health and Human Services, 2010). Significant differences were found on every preschool component measure between Head Start students and students not attending Head Start. Positive impact on components of school readiness skills for children who participated in the program was indicated. Four-year-old students demonstrated increased language and literacy readiness skills, specifically in areas of vocabulary, letter-word identification, spelling, color

identification, letter naming, and parent-reported emergent literacy (U.S. Department of Health and Human Services, 2010).

Data revealed four-year-old Head Start children did significantly better on a vocabulary measure of the PPVT assessment as compared to students who had not attended Head Start. It was found most of the academic advantages at-risk children gained during their Head Start experience were not maintained through first grade (U.S. Department of Health and Human Services, 2010)

Additional studies investigated Head Start effectiveness and were examined for information applicable to the development of 2T² (Anderson et al., 2010; Gormley, Phillips, Adelstein, & Shaw, 2010; Lee, 2011). The study completed by Lee investigated the question, “Does the amount of time enrolled in Head Start and family risk factors impact academic achievement?” This study examined the academic achievement of students enrolled at age three - participating one year, students enrolled at age three - participating two years, and students enrolled at age four - participating one year. The findings indicated that students enrolled in Head Start for longer lengths of time had higher academic achievement. Students with more family risk factors made the greatest academic gains (Lee, 2011).

In recent years a surge in state-funded preschool programs has provided enrollment options to parents of four-year-old at-risk children. Research by Gormley et al. (2010) compared the effectiveness of state-funded preschool programs and Head Start programs. The study examined two questions, “ Which program better serves the four year old at-risk child?” and “What are the comparative advantages of the two approaches

- one comprehensive in its goals, the other more focused on early learning – preparing young children for school?”

Evidence was gathered from Tulsa, Oklahoma, which operates both programs. Research data was gathered in areas of cognitive growth, social, and emotional growth, and in the health area. Study findings presented a mix of advantages for both programs (Gormley et al., 2010). Findings included state-funded preschool programs indicated stronger early literacy learning, and Head Start was more effective with health effects. In the areas of social and emotional growth, attentiveness received a higher rating in the state-funded preschool program (Gormley et al., 2010). Gormley et al. (2010) reported both programs could learn from one another’s strength areas, with each strengthening the area of social and emotional growth of children.

Participation in Head Start increased at-risk children’s exposure to quality early childcare educational environments, providing opportunities to learn. Reported concerns of Head Start were inconsistencies of programs, variations of teaching credentials, different curriculums utilized, and variations in early childcare education standards found in each state (Gormley et al., 2010; U.S. Department of Health and Human Services, 2010).

Analysis of the Head Start initiative provided impact results for a large sample of early childcare program participants, which made generalization of the programs’ effectiveness applicable to others developing a preschool program. Wurtland Elementary preschool students had the same at-risk factors as students enrolled in the Head Start programs therefore developing a program that would yield the same educational results

seemed feasible. The benefits of attending a quality preschool would become the foundation of their educational experiences.

Further research led to the examination of three longitudinal studies of early childcare programs, the Abecedarian Project, the HighScope Perry Preschool Experiment, and the Chicago Child-Parent Centers initiative. These studies provided long-term impact information of early childcare program participation, but involved much smaller at-risk population groups. The researcher needed effectiveness data from both large and small group preschool programs for development of 2T².

Abecedarian Project

The Abecedarian Project was an initiative by the FPG (Frank Porter Graham) Child Development Center located on the University of North Carolina's campus (Winton, Buysse, & Hamrick, 2006). The Abecedarian Project, like Head Start, used a multidisciplinary approach to affect multiple areas of growth and development of at-risk children, but on a much smaller scale; 111 participants. A major difference noted by Winton et al (2006) between the Abecedarian Project and others is educational childcare began at age zero, and continued through age five. Enrollment, as with Head Start, depended upon criteria that categorized children at-risk. Characteristics of participants in the study noted that 98% were African-American, were being raised by single mothers with less than a high school education and no income (Winton et al., 2006).

Winton et al. (2006) reported a rigid schedule of implementation with participants receiving best practice instruction all day, every day, on a year-round basis; a major difference between the Head Start and the Abecedarian Project. Each child had an

individualized educational plan of learning tasks, with a small child to teacher ratio. For age four children, the ratio was one teacher for every six age four children. Social, emotional, and cognitive – particularly language development were focus areas of development. Another difference between this study and the Head Start initiative was the longitudinal data gathered through follow-up studies conducted at ages 12, 15, and 21 (Winton et al., 2006).

Children who participated in the Abecedarian Project had higher IQ scores than the children in the control group (see Table 4). A follow-up study by FPG Early Child Developments (2006) reported continued higher achievement levels in math and reading, with less grade retention and placements in special education of participants during elementary and secondary school years; a cost savings for districts and implication for policymakers when considering early childcare funding. The success of the Abecedarian Project enabled Wurtland Elementary to discuss the feasibility of applying the same learning strategies to develop a preschool transition program that addressed the achievement gaps of enrolled preschool students. The learning strategies used of particular interest to the researcher were the length of the school year and development of individualized services for students and their families.

Table 4

Abecedarian Project Impact at Age 21

Achievement Findings/Decision-Making	Abecedarian	Control Group
Full-Scale IQ	4.4 Points Higher	
Verbal IQ	4.2 Points Higher	
Reading Achievement	1.8 Grade Increase	
Math Achievement	1.3 Grade Increase	
Enrolled in School at Age Twenty-One	42%	20%
Attending a Four Year College	36%	14%
Engaged in Skilled Jobs	47%	27%
Teen-Aged Parents	26%	45%

Source: Winton et al., 2006

The project's impact on the societal issues of crime and incarcerations were not statistically significant (Winton et al., 2006). Criticisms of the Abecedarian Project included statistical errors and inconsistencies found in reports completed by other research groups (Wikipedia, 2012).

The Abecedarian Project's findings provided evidence of strategies that could eliminate learning deficits of at-risk children. The data noted less money was spent per student on educational costs for services such as special education with early achievement gains continuing through adulthood. The findings also indicated that participants had better decision-making skills, making decisions that resulted in less money spent on incarcerations. Research findings of the Abecedarian Project provided

information of particular use to policymakers. Policymakers agree that quality early childcare education programs are needed, but do not allocate funds to replicate studies such as the Abecedarian Project statewide (Governor's Task Force, 2010). A reason for this reluctance could be the length of time it takes to yield results. In a society where long-range planning is not in place, a short-term, piecemeal plan is often the one adopted.

HighScope Perry Preschool Experiment

Providing comparable research information were findings of the HighScope Perry Preschool Experiment. Schweinhart (2009) analyzed HighScope Perry Preschool Experiment's impact on at-risk children. HighScope Perry Preschool, as the Abecedarian Project, provides longitudinal data of the impact their instructional techniques had on addressing learning deficits of at-risk children. Enrollment, as with Head Start and the Abecedarian Project, was based on socioeconomic conditions of the family which is categorized as at-risk. The HighScope Perry Preschool Experiment provided early childcare services to 123 African-American children considered at risk of school failure. Class sizes of HighScope Perry Preschool, as the Abecedarian Project, were small with a ratio of one teacher for six four-year old students. Strong teacher and family interaction was another common strategy that Head Start, the Abecedarian Project, and the HighScope Perry Preschool Experiment consistently utilized.

Findings of the HighScope Perry Preschool Project had implications for addressing the economic growth for our country, cost savings from reduced educational expenditures per pupil because fewer students qualified for special education services, and lower expenditures for penal incarceration costs. Table 5 lists longitudinal data that

provided a comparison between achievement of students who attended the HighScope Perry Preschool Program and students who did not attend a preschool.

Table 5

HighScope Perry Longitudinal Data

Category Criteria	HighScope Perry Group	No-Program Group
Ready for School at 5	67%	28%
Committed to School at 14	61%	38%
Basic Achievement at 14	49%	15%
High School Graduate	77%	60%
Earned \$20K+ at Age 40	60%	40%
Arrested 5+ Times By 40	36%	55%

Source: Schweinhart, 2009

Schweinhart (2009) reported that every dollar invested in the HighScope Perry program saved the state of Michigan \$16.14; an amount obtained by adding the criminal, education, and tax cost savings. Of particular interest was the lower arrest percentage of HighScope Perry participants compared to non-participants (Schweinhart, 2009). Results inferred children who attended a quality early childcare program had better problem solving and decision-making skills than non-participants.

Chicago Child-Parent Centers (CPC)

The Chicago Child-Parent Centers (CPC) study provided longitudinal data from a larger at-risk population. Reynolds, Temple, Robertson, and Mann (2002) conducted this

study to investigate program participation impact for 1,539 at-risk children. Enrollment was determined by the socioeconomic status of family; 93% of the participants were African-American identified as at-risk. The goals of this study were to measure the social and academic achievement of students, document the “critical learning period” age for attainment of specific skills, and measured environmental variables affecting children’s growth and development (Reynolds et al., 2002). The math and reading performance of 15-year-old participants indicated a 5-month performance gain in both areas compared to 15-year-old non-participants.

Reynolds (2000) found the economic return of program participation exceeded costs substantially. According to Reynolds (2000), every dollar invested in the preschool program had a return value of \$7.14 to society; calculated from reduced costs of remedial education, justice system expenditures and increased tax revenue earnings from educational attainment. Good communication between school and home, program satisfaction, and parent involvement were factors data indicated led to better student academic performance (Reynolds, 2000). Table 6 provides information of areas impacted by the Chicago Child-Parent Centers.

Unique features of the CPC early childcare programs included the emphasis on environmental variables that schools can affect through program and policy changes. These features included emphasis on transition issues, parent involvement and parenting practices, school mobility, school-learning environment, grade retention and special educational placement, and educational expectations of children, teachers, and parents

(Reynolds, 1999). Establishing a “critical learning period” for specific skills was another experiment variable unique to the CPC early childcare program studies.

Table 6

Chicago Child-Parent Centers Longitudinal Data

Category Criteria	CPC Participant Group	Non-Participant Group
High School Completion	65%	54%
Special Education Services	14%	25%
Grade Retention	23%	38%
Juvenile Arrests	16%	26%
Repeat Juvenile Arrests	8%	15%

Source: Reynolds et al., 2002

Comparison information of the Abecedarian Project, HighScope Perry Preschool Experiment, and the CPC early childcare program studies indicated programs with focused strategies increased student achievement and had long-lasting impact. The researchers of these studies had greater control of the monitoring processes because of the small group size. How the program would be delivered, assurance of curriculum consistency, maintaining qualified personnel, and exert intense efforts to address home environment and parenting deficiencies were manageable variables to monitor because of group size. A more controlled experimental environment, and less time needed to monitor the process increased the validity of data results.

In contrast, the Head Start initiative contended with implementation factors that large experimental population participation can bring to a scientific experiment. The implementation factors that affected Head Start preschool effectiveness included inconsistency of program development and delivery, and fidelity of monitoring strategies. Organizations developing preschool transition programs need to consider the various implementation factor differences found in early childcare education programs and not over-generalize the effectiveness data reported.

State Early Childcare Education Programs

State early childcare education programs are varied. The development of early childcare education programs was dependent upon the availability of funds over which state legislatures had control. Some states, such as Maryland, have taken the initiative and implemented a statewide early childcare program. Many states continue to rely solely upon the federal Head Start initiative, or support a blended early childcare program structure, a program that blends Head Start and a state early childcare program.

The 2011 State Preschool Yearbook discussed state initiatives implemented in the area of early childcare education programs (Barnett, Carolan, Fitzgerald, & Squires, 2011). Barnett et al. (2011) reported preschool program trends indicate state budgets are making cuts to funds designated for early childcare education. Decreased funding poses a concern of undoing much of the progress states have already made and increased the likelihood that existing state programs would fail to meet the minimum quality standards for early childcare programs.

Despite decreased funding, enrollment in state-funded preschool programs continues to increase. According to the 2011 State Preschool Yearbook, enrollment of preschool students was 1,323,128, a 2% increase from the previous year (Barnett et al., 2011). Research attributed this increased enrollment to improved identification processes of at-risk children and the increased need for childcare services of working mothers (Barnett et al., 2011).

Research of state initiatives warranted examination of preschool initiatives in the states of Maryland, Oklahoma, and Kentucky. The state of Maryland moved childcare under the jurisdiction of the Maryland State Board of Education. A three-year plan incorporated strategies in the areas of personnel, alignment of learning standards, parent involvement, intervention services, and program monitoring. Data reported the relationship of school readiness performance at the kindergarten level with prior early care experiences. Children who participated in an early childcare preschool program outperformed children that either stayed at home or were cared for by a relative by 10% (Maryland State Department of Education, 2009).

Oklahoma began its state-funded preschool initiative in 1996 and switched to universal preschool in 1998. The universal preschool initiative offered services that were state-funded and services that were a collaborative initiative with private daycares, and Head Start. Oklahoma's universal preschool initiative services more 4-year-old preschoolers than other states. Assessment results noted that students who attended either a state-funded preschool or a Head Start collaborative program had higher pre-

reading, pre-writing, and pre-math performances than students who did not attend preschool prior to kindergarten entry (Gormley, Phillips, & Gayer, 2008).

Kentucky's state-funded preschool program began in 1990 (Barnett et al, 2011). The state-funded preschool program services 4-year old students that meet at-risk criteria, and 3-4 year old students with disabilities. According to the 2011 State Preschool Yearbook 22, 165 eligible children participated in Kentucky's Preschool Program (Barnett et al, 2011).

Academic year 2012-2013 was the pilot year for kindergarten readiness screening for the state of Kentucky. A student's total score is a cumulative score of the 5 assessed areas in which the students had to attain a score of average or above average in each area, and represents a child's performance on the basic screen. Table 7 compares the screening results of Greenup County preschool students to the results for the state of Kentucky. According to the Early Childhood Profile, 34% of Greenup County preschool students scored Ready or Ready with Enrichments. The sum of Ready plus Ready with Enrichments was the percentage of preschool students considered Ready for kindergarten (Kentucky Center for Education and Workforce Statistics, 2013). The data shows Greenup County preschool students scored higher in each assessed area when compared with state results.

Table 7

2012-2013 (Pilot) State Readiness Screening Results (by domain)

County/ State	General Knowledge	Language & Communication	Physical Well-Being	Self-Help	Social / Emotional
Greenup Co	68	58	62	74	82
State	59	40	50	71	80
+ or -	+ 9	+ 18	+ 12	+ 3	+ 2

Source: 2013 Early Childhood Profile

As each state strives to improve the educational program offered, they turn to research to guide the decision-making process. States rely on research data to determine the programs indicated to be the most effective. Research data reported the academic benefits students receive from quality early childcare education programs, but implementation expense remains a daunting obstacle for many states (Barnett et al., 2011).

Examination of state-funded early childcare programs revealed the same components as found in the Abecedarian, the HighScope Perry, and the Chicago Child-Parent Programs. These components included, comprehensive planning, rigorous curriculum, implementation fidelity, qualified personnel, continuous monitoring, and parent involvement (Doctors, Gebhard, Jones, & Wat, 2007; Governor's Task Force, 2010; Maryland State Board of Education, 2009; Preschool Curriculum Evaluation Research Consortium, 2008; Schweinhart, 2004).

Interest in early education and school readiness was renewed in 1994 with passage of the Educate America Act. Goal 1 of this Act stated, “by the year 2000 all children in America will start school ready to learn” (NCREL, 1995, para. 4). Decreasing the achievement gap surfaced as a priority for school improvement efforts. Research offered evidence that providing disadvantaged and special needs children services from quality preschool programs enabled school readiness skills to be attained (Phillips & Meloy, 2012). However, variations in readiness skills students possess entering kindergarten indicate this was not occurring (Enz et al., 2008).

With early childcare program development the responsibility of each state, differences in the type of programs and services became pronounced. Development of early childcare programs by 50 different states increased the likelihood for inconsistency in every area of an early childcare program and this affects the quality of services delivered. Horton and Bowman (2002) contend the lack of communication between early childcare and kindergarten providers contributed to students entering kindergarten without the necessary school readiness skills, hampering future academic success.

Transition Issues

Breaking New Ground, a report from the Early Childhood Development Authority recommended development of early childcare programs that implement a continuous system of transition services (Governor’s Task Force, 2011). Bridging the gap between early childcare services and kindergarten services suggested in the report are essential for school readiness development (Governor’s Task Force, 2011).

Moving from preschool to kindergarten can create transition issues for students. A growing body of research believed smoothing the transition between early childcare programs, commonly known as preschool, and kindergarten was essential for school readiness growth and development (Bohan-Baker & Little, 2002; Enz, Rhodes, & LaCount, 2008; Jolly & Orbach, 2007; Kraft-Sayre & Pianta, 2000).

Studies, such as the one completed by Bohan-Baker and Little in 2002, began appearing which examined transition strategies implemented by schools, and how transition strategies impacted program effectiveness and student achievement. Variables, such as low socioeconomic status, single parent homes, parents' educational level, and work schedule conflicts, were identified by research responsible for at-risk students entering kindergarten behind their same-age peers (Anderson, Foster, & Frisvold, 2010; Reynolds et al., 2002; Schweinhart, 2009). Multiple research studies of transition issues, practices and strategies provide information schools need to eliminate achievement gaps (Bohan-Baker & Little, 2002; Pianta & Cox, 1999; Pianta & Kraft-Sayre, 2003; Schulting, Malone, & Dodge, 2005).

According to Pianta and Cox (1999), the transition to school was a process, rather than a one-time event; a process that families, teachers, and schools develop to interact with the child. A review of current research of transition practices by Bohan-Baker and Little (2002) defined transition as an on-going process of adjustment and assimilation of new experiences by students as they moved from one learning environment to another, such as the move from preschool to elementary school.

Schools plan transition activities to inform parents, such as sending a letter to parents, holding an open house, or sending a brochure home – all activities completed after school starts. Enz et al. (2008) concurred communications between school and parents are important, but effective transition practices required a continuum of interaction to build learning relationships important to children, parents, and the school. More active transition activities, calling the child before school starts, or visiting each child's home before school starts are the least common transition practices (NCEDL, 2002).

Reported student transition issues included deficits in social skills such as following directions, working independently, communicating, working with others, and deficits in academic readiness skills. The National Center for Early Development and Learning (2002) reported high poverty schools have greater rates of transition difficulty than low poverty schools. In high-poverty schools, 10% - 19% of the children had difficulty adjusting to the academic demands of kindergarten, compared with less 10% for children enrolled in low-poverty schools. According to research, adjusting to the academic demands of kindergarten was the area of greatest difficulty noted (NCEDL, 2002). This finding indicated there is a positive correlation between transition difficulty and the achievement gap many entering kindergarten students possess, particularly students with special needs. Contextual influences, such as children at-risk, socioeconomic status, and cultural differences of families were the strongest determinants for successful school transitioning (Malsch, Green, & Kothari, 2011).

Heeding research, schools seek transition processes to strengthen the communication between school and preschool levels; processes that include parents as participants. Important factors in building effective transition practices are enlisting administrative support and leadership. Schools with personnel assigned to coordinate transition activities with preschool have more communication and impact on the effectiveness of transition strategies. School wide transition activities experienced more participation when administrative leadership supported and participated in the transition activities that took place (Duda & Minick, 2006).

The various studies indicated transition strategies implemented in our nation's schools are inconsistent and do not adequately meet the needs of students experiencing difficulty adjusting to the kindergarten environment and expectations (Duda & Minick, 2006; Enz et al., 2008; Malsch, Green, & Kothari, 2011; NCEDL, 2002; Rous, 2000). Continuation of transition strategies implemented as individual events provided a fragmented, disconnected program that will not eliminate the preparation gap that prevents entering preschool students from experiencing school success (Pianta & Kraft-Sayre, 2003).

Research noted a shift in transition program development to one using a collaboration approach. The new approach emphasized families, childcare providers and schools working together to understand factors that impact a smooth transition when moving from a preschool learning environment to a kindergarten-learning environment (Enz, Rhodes, & LaCount, 2008). Another shift Enz et al. (2008) noted was to higher academic learning standards for preschool children. Transition difficulties are lessened if

preschool children begin school with phonemic awareness, knowledge of letters and sounds, and early numeric skills; skills once perceived as kindergarten curriculum expectations (Enz et al., 2008).

Well-planned transition programs focused on forming a network of social connections that supported the needs of the entire family and provided a range of services (Malsch et al., 2011). Transition programs are to be tailored to the individual needs of families and schools.

Research identified guidance principles for transition program development, connected collaborative relationships, continuity of initiatives, active parent involvement, and individualize transition services (Center for Mental Health in Schools at UCLA, 2008; Pianta & Kraft-Sayre, 2003; Rous, 2000). These transition principles correlated with factors research indicated are needed for a quality preschool program, inclusion of everyone involved in a child's education, communication of the learning expectations and quality curriculum, parent involvement, and individualized educational services to meet the needs of each preschool child and family (Schweinhart, 2004).

The first principle, connected collaborative relationships, emphasized the interconnectedness that exists between children, family, and staff as children move from a preschool environment to a kindergarten environment (Pianta & Kraft-Sayre, 2003). Connected, collaborative relationships are defined as the supportive, effective relationships that surround and involve children in activities that are developmentally appropriate across settings (Pianta & Kraft-Sayre, 2003). Key players in a child's

education, teachers, principals, and families, must work together collaboratively when developing and implementing successful transition program (Rous, 2000).

The next principle, continuity of initiatives, referred to the bridges built between the families, preschool, and kindergarten, meshing understanding of curriculum and learning standards of preschool and kindergarten (Center for Mental Health in Schools at UCLA, 2008). Continuity of initiatives allowed vertical alignment of preschool and kindergarten learning standards, a critical strategy to address the present preparation gap between preschool and kindergarten. This principle developed an in-depth understanding of learning expectations between colleagues and parents, and nurtured ideas of what strategies to put in place that furthered the attainment of the learning standards by students.

The third principle, active parent involvement, emphasized the development of transition practices to empower parents, equipping each with skills to impact their child's educational growth and development (Malsch et al., 2011). Parents continue to be the untapped resource an educator needs to access in order to decrease the achievement gap that may be present at every performance level. Communicating to parents what educational tasks can be done and teaching parents how the tasks are done are key strategies to building an active parent involvement program (El Nokali et al., 2010). When parents know what and how learning tasks are to be completed, they will more readily help their child. Connecting with parents at the preschool performance level could establish supportive parenting practices that would continue with each performance level of a child's educational journey.

The fourth principle, individualized transition services, means specific transition services are developed based on the needs and strengths of that child, family, teacher, school and community (Kraft-Sayre & Pianta, 2000). For this principle to be effective, preschool and kindergarten teachers must build a positive working relationship with the student and family. Understanding the environment of students enabled educators to develop strategies specific to each student's needs. Research indicated easing transitioning difficulties that entering students experience impacted future educational success, especially for children with special needs (Malsch et al., 2011).

Effective transition programs have the potential to eliminate the achievement gap of entering kindergarten students. The factors identified in quality preschool programs are the factors identified in transition programs that increased student achievement, consistent delivery of services, active involvement of parents, effective learning strategies, continuous monitoring strategies, and implementation fidelity (Malsch et al., 2011). This information was used to develop Wurtland Elementary's preschool transition plan, 2T².

Parent Involvement

Involving parents in meaningful, productive ways in their child's education was not a new endeavor. Numerous research studies have been conducted that provides evidence that parent involvement affects student achievement across the socioeconomic barriers (Bailey, 2006; Bower & Griffin, 2011; El Nokali, Bachman & Votruba-Drzal, 2010; Erlendsdottir, 2010; Michigan Department of Education, 2002; Plunkett & Bamaca-Gomez, 2003; Staples & Diliberto, 2010). Examination of parent involvement

research led to the determination that an active parent involvement strategy was integral to the development and success of the 2T² Preschool Transition Plan. Giving parents an active role strengthened communication between school and home while providing a greater understanding of program goals and objectives. The Michigan Department of Education (2002) cited the biggest problem facing public schools today was a lack of parent involvement.

Research studies of parent involvement continues today and examines its impact on other areas of student development; impact on social competence, such as attitude and self-perception; impact on school behaviors, examples include problem behaviors and attendance; impact on preschool and early elementary grades culminating in transition difficulties and academic achievement; and impact on specific populations, such as special needs students, ethnic groups and socioeconomic at-risk (Bailey, 2006; Bower & Griffin, 2011; El Nokali, Bachman, & Votruba-Drzal, 2010; Michigan Department of Education, 2002; Plunkett & Bamaca-Gomez, 2003). Research overwhelmingly supported the idea that parent involvement in children's learning was positively related to achievement (Bower & Griffin, 2011; El Nokali et al., 2010; Erlendsdottir, 2010; Plunkett & Bamaca-Gomez, 2003; Staples & Diliberto, 2010). Bailey (2006) discussed the interaction that takes place while completing homework a tool for improving learning of low-performing students. This finding supported research that the degree and type of parent involvement was directly proportional to student achievement for all types and ages of students (Bailey, 2006; Bower & Griffin, 2011).

Research of El Nokali et al. (2010) indicated the most effective forms of parent involvement are tasks that actively engaged parent and child in the home setting; such as pair/share reading, assistance with homework tasks, or tutoring using materials provided by teachers (El Nokali et al., 2010; Michigan Department of Education, 2002). Along similar lines, researchers noted the more passive forms of parent involvement, such as parents receive phone calls, read and sign written communications from the school, and attend parent/teacher conferences are better than no parent involvement (El Nokali et al., 2010).

Predictors of parent involvement are programs in place at school, such as homework help workshops, manipulative make-it-take-it workshops (Bailey, 2006; Bower & Griffin, 2011; Staples & Diliberto, 2010). If increased parent involvement is a goal, increasing opportunities for parents to become involved is the strategy to implement. Researchers found that schools with the most successful parent involvement programs are those that offered a variety of ways parents could participate (Erlendsdottir, 2010). Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, schools that offered options of involvement fostered increased parent participation.

School diversity led research to another aspect of parental involvement, its effect on ethnic groups. Many studies have compared students of different ethnic backgrounds and have found individuals of Hispanic origin continue to have the lowest educational attainment (Alva & Padilla, 1995). The study identified the many variables that impact a Hispanic student's ability to succeed academically such as the struggle for acculturation,

language barriers, and a lack of role models in the school system that reflected their own ethnicity. Study findings indicated parental involvement in a child's education had a definite impact on the child's level of academic success, regardless of ethnicity.

Research by Souto-Manning and Swick (2006) studied ethnicity from the impact that the teachers' understanding of parents' cultures, home environment and socioeconomic status had on parent involvement participation. According to Souto-Manning and Swick (2006), minority parents are less involved and attend school less than parents who have more resources, interpreted as a lack of interest by teachers. Findings of this study serve to remind educators that language and cultural differences can be barriers to parent involvement. The need for teachers to forge a bond with the parents to understand each child's home circumstances is integral to these students' academic achievement (Souto-Manning & Swick, 2006).

When educators take steps to understand students' family cultures, it communicates to students and parents their individuality is important and differences in people are accepted. Across all ethnicities and socioeconomic levels, studies indicated parental involvement led to higher student achievement (Plunkett & Bamaca-Gomez, 2003). Early childcare program research, transition research, and parent involvement research identified parent involvement as an important component for development of early educational programs. The degree parents are involved is controlled by decisions made at the school level.

Summary

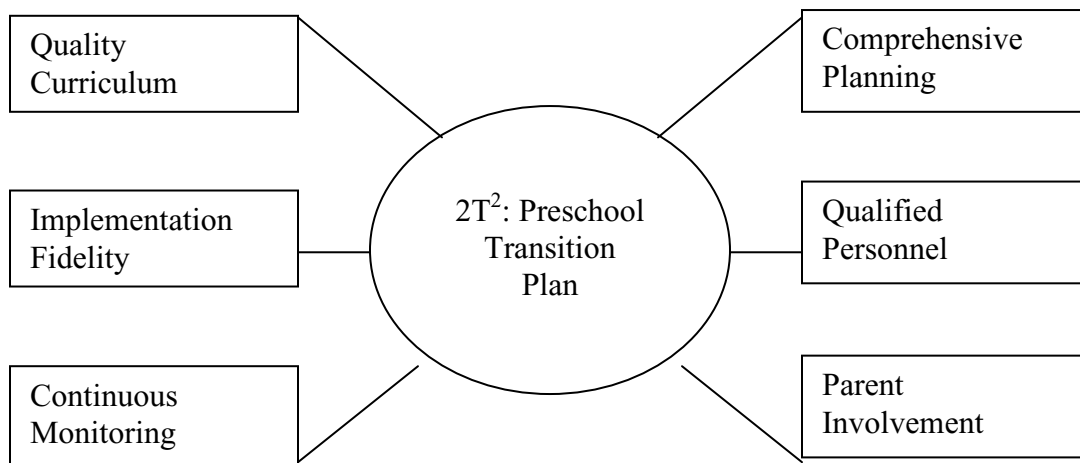
Research studies indicated attending quality early childcare education programs had positive impact on academic and social achievement of children, especially children with special needs. Research from the publication, *America's Children: Key National Indicators of Well-Being* (2011), reported 4-year old children who stayed at home with their parents, achieved 21% less on kindergarten readiness assessments than children who had attended preschool. The assessment statistics for 4-year old children that were cared for by a relative but did not participate in a preschool program achieved 15% less (Federal Interagency Forum on Child and Family Statistics, 2011).

“Why do children attend early childcare programs not of high quality,” is a question with many answers. Inconsistency of early childcare programs developed, of early childcare services delivered, of state early childcare regulations, of childcare provider qualifications, and differences in finances of parents are factors that affect the quality of early childcare education services received by children.

Research data provided ample evidence that attending quality early childcare education programs impacted student achievement and garnered economic savings, but legislators continue to fall short to provide adequate funding to support early childcare education (Governor Task Force, 2010; Plunkett & Bamaca-Gomez, 2003; Reynolds, 1999; Schweinhart, 2009; Winton et al., 2006). Legislators do not place dollars where research indicates will yield the biggest educational gains and economic savings over time.

Examination of research data indicated a quality early childcare education program should include an effective transition plan (Governor Task Force, 2010; Plunkett & Bamaca-Gomez, 2003; Reynolds, 1999; Schweinhart, 2009; Winton et al., 2006). Eliminating the existing preparation gap of entering Wurtland Elementary kindergarten students required developing a plan that meshed the existing blended Head Start Program with an early childcare transition program. Research identified components of effective early childcare education programs and transition programs Wurtland Elementary used to guide development of the 2T² Preschool Transition Plan (Plunkett & Bamaca-Gomez, 2003; Reynolds, 1999; Schweinhart, 2009; Winton et al., 2006).

Figure 2. 2T² Preschool Transition Plan



As shown in Figure 2, the components used in the development of the 2T² Preschool Transition Plan included comprehensive planning, qualified personnel, parent involvement, quality curriculum, implementation fidelity, and continuous program

monitoring (Governor Task Force, 2010; Lezotte, 2009; Schweinhart, 2004). Each component is interrelated with a program's effectiveness dependent upon each part. A jigsaw puzzle metaphor explained the importance of these components, "like a successfully completed jigsaw puzzle, every piece is connected to everything else" (Joseph & Reigeluth, 2005, p. 938).

The 2T² Preschool Transition Plan used all components in its development. Comprehensive planning occurred (Plan), qualified personnel and parent involvement implemented a quality curriculum (Do), the School Readiness Check Sheet assessment instrument monitored strategy effectiveness (Check), and revisions were made according to data (Revise). Use of this plan may decrease and eventually eliminate the preparation gap many preschool students possess when entering kindergarten. A focus on developing school readiness skills of preschool students will allow 2T²'s vision, Everyone Enters Ready, to be realized.

Chapter Three

Study Impact on Populace

The purpose of this study was to determine if implementation of a preschool transition plan prepares entering preschool students with the necessary readiness skills to be successful in kindergarten. This section describes the impact of this study on the various populace groups of the 2T² Preschool Transition Plan. Groups impacted by this study included preschool students, parents, school stakeholders, and early childcare providers.

Preschool Students

The 2T² Preschool Transition Plan impacted participating preschool students to the greatest degree. Wurtland Elementary Head Start had 17 preschool students enrolled for the 2012-2013 school year and each participated in the plan. One student moved during the 2012-2013 school year. The School Readiness Check Sheet assessment instrument measured the school readiness skills of each preschool student.

Each preschool student completed the School Readiness Check Sheet (SRCS) at three points during the 2012-2013 school year, beginning, mid-year, and end-of-year. Data analysis indicated the school readiness level of each preschool student and provided a measure of the progress each was making toward having the necessary school readiness skills to be successful in kindergarten. The area of growth and development addressed by the 2T² Preschool Transition Plan was cognitive, specifically in the areas of math, reading, and writing readiness skills of participating preschool students.

Cognitive growth.

The School Readiness Check Sheet administered at the beginning of the school year determined the baseline readiness level of entering preschool students. Each preschool student was presented readiness skills essential for learning to read, skills necessary to solve math operations, and application of the basics of written expression. Specific reading readiness skills studied during implementation were upper case and lower-case letter recognition, sight words, progression of words left-to-right and top-to-bottom on page, ability to answer questions about text, identification of the parts of a book, and recognize the purpose of the author and illustrator.

Specific math readiness skills studied included number recognition, counting in sequence, represent numbers using quantities and quantities using numbers, describe positions such as above or below, identify simple shapes, understanding that addition is putting groups together and subtraction is taking groups apart, and quantity discrimination.

The reading and math readiness skills were applied to the basics of written expression. Basic written expression skills included writing of upper case and lower-case letters of alphabet, writing numbers and simple equations, application of capitalization and punctuation rules, and progression of writing left to right and top-to-bottom on paper.

The School Readiness Check Sheet measured school readiness level on a performance scale of 0% to 100%. Each piece of readiness skill information had the value of one percentage point. Table 8 identifies the four categories used to define a student's school readiness level, Adequate, Marginal, Low, and Not Ready and provides

a description of each. The School Readiness Check Sheet Rating Scale was aligned with the Greenup County School District's performance rating scale that is used each nine-weeks to report student progress. Alignment of the two performance rating scales gave parents a scale with which they could readily identify and understand. The rating scale performance information allowed parents to remain informed of the progress their child was making toward acquiring the readiness skills necessary for kindergarten entry.

Table 8

School Readiness Performance Rating Scale

Category	Performance
Adequate Performance Description: An Adequate Rating means a student has the necessary school readiness skills for kindergarten.	80% - 100%
Marginal Performance Description: A Marginal Rating means a student is likely to require one-on-one instruction in the beginning.	70% - 79%
Low Performance Description: A Low Rating means a student is likely to require intensive one-on-one instruction for a period of time determined by student progress.	60% - 69%
Not Ready Performance Description: A Not Reading Rating means a student is likely to require RTI services to acquire the school readiness level as same-age peers.	59% or Below

Source: School Readiness Check Sheet 2012

TPIC analysis of the SRCS data indicated which preschool students were performing below the cognitive level of same-age peers. The TPIC decided this information would be used to develop remedial instruction for these students or used to determine if testing for specific learning concerns was warranted.

To correct school readiness deficits, Response to Intervention (RTI) services were provided to identified preschool students whose performance was in the lowest 10% of the class. The Head Start preschool staff provided RTI instruction specific to identified deficits of each RTI student. In addition to the RTI instruction sessions during the school day, identified RTI preschool students continued receiving reinforcement instruction weekly with Homework Academy. School readiness data was used as an indicator that further assessments might be needed and allowed the special education referral process to move more quickly. Identification of learning deficits enabled provision of targeted intervention services much earlier to students.

Preschool Parents

Preschool parents were vital to the effectiveness of the 2T² study. The study familiarized preschool parents with school operating procedures and entry criteria, the affect of parent involvement on student achievement, and the learning expectations to be attained in order to be successful as a kindergarten student.

A valuable tool provided to parents was the 2T² Preschool Transition Manual. This manual provided the information parents needed to know and complete in order to help their child become kindergarten ready. Homework Academy, a reinforcement of readiness skills strategy, addressed organizational skills of parents. Parents completed homework tasks with their children that reinforced the learning standards being taught each week by the Head Start teachers. Parents reviewed the 2T² Preschool Transition Manual weekly to keep pace with transition activities completed during the year prior to entry as a kindergarten student.

A Homework Contract measured implementation fidelity of Homework Academy tasks by the parents. The contract was an agreement with the parents that detailed the homework and participation expectations for each week of the plan's implementation. The contract specified parents were to work with their child 10 minutes each day, Monday through Thursday, and their signature verified this had been done. The preschool students returned homework Contracts each Monday. The percentages of returned Homework Contracts were compiled on a line graph for data analysis. Comparison data were collected of parents' returned Homework Contract percentage and the readiness performance level rating of their children.

Activities planned throughout the 2012-2013 school year increased parents' knowledge of educational information and strategies used to increase their child's school readiness skills, increasing the likelihood the transition to kindergarten would be free of obstacles. 2T² Training Modules, Homework Academy Teaching Strategy Sessions, and Make-It-Take-It Workshops were activities used to provide preschool parents the skills they could use to ready their child for kindergarten. The yearlong transition process furnished a longer period of time to get emotionally prepared for their child's first day of kindergarten.

Research indicated effective early educational transition programs were ones that provided continuous services to preschool children and supported the development of a continuous transition plan (Pianta & Kraft-Sayre, 2003). The 2T² Preschool Transition Plan placed the parent in the role of instructor for the year prior to their child entering kindergarten – a strategy that embraces Stuber and Patrick's (2010) research study of the

Parents as Teachers Initiative. Stuber and Patrick's research reaffirmed the positive connection between parental involvement and student achievement in the years prior to kindergarten entry. The 2T² Preschool Transition Plan study promoted the potential long-term benefit of building parent capacity that would assist their child in future educational endeavors.

Early Childcare Providers

Early childcare providers in this study included Head Start teachers and parents or guardians of the enrolled preschool students. Early childcare providers were given educational information and strategies of the preschool transition plan, 2T², which was used to ready each child for kindergarten entry. Implementing this study increased time management and organizational skills of the preschool teachers and the preschool parents. Two methods were used to present the 2T² Preschool Transition Plan to the preschool teachers and parents, a training module and a transition manual.

2T² Preschool Transition Plan Training Module.

One method used to inform Northeast Head Start preschool teachers and preschool parents of the 2T² Preschool Transition Plan was a step-by-step Power Point training module. The training module detailed strategies to actively engage parents in preschool transition activities throughout the school year. During the year transition services were delivered to increase preschool parents' knowledge of the educational environment, the learning expectations, and how to engage preschool parents in educational strategies that developed each preschool student's school readiness skills.

2T² Preschool Transition Manual.

Another method used to provide information of the 2T² Preschool Transition Plan was a transition manual. The 2T² Preschool Transition Manual was a comprehensive resource parents could use to ready their child for kindergarten. Information of school entry criteria, learning expectations, and school readiness resources were included in the manual. The transition manual was used to implement the parent component of the 2T² Preschool Transition Plan, Homework Academy.

Homework Academy was a strategy that used reinforcement of educational instruction in weekly, sequential segments to teach school readiness skills. Parents were the teachers for the Homework Academy strategy. Preschool parents received training of teaching strategies and in the use of learning resources that they used during Homework Academy. This additional instruction by the parents reinforced the school readiness skills' instruction students received from the preschool teachers each day. Using the 2T² Preschool Transition Manual allowed the preschool teachers additional time to plan and prepare rigorous lessons for preschool students.

The PowerPoint training module and the 2T² Preschool Transition Manual equipped Northeast Head Start preschool teachers and preschool parents with resources needed to implement a transition program that followed a systemic monitoring model of continuous improvement (Duffy, 2006; Reigeluth, 2006). Following this model, the preschool teachers and parents developed the 2T² Preschool Transition Plan (Plan), implemented the plan (Do), checked the plan's strategies for effectiveness (Check), and revised the 2T² Preschool Transition Plan (Revise) - maintaining effective strategies and

discarding the strategies that data analysis indicated to be ineffective; a systemic process repeated again and again ensuring continuous plan improvement.

The 2T² Preschool Transition Plan supports what research says is central to successful early childcare educational programs, the inclusion of strong parent involvement components (Jasso, 2007; Staples & Diliberto, 2010).

Preschool and Kindergarten Teachers

One way the 2T² study impacted Northeast Head Start teachers and Wurtland Elementary kindergarten teachers was through alignment of learning standards. An increased understanding of each group's learning standards enabled preschool and kindergarten teachers to design units of study that addressed these standards. The learning standards were used to develop the Greenup County Head Start Curriculum Map. An alignment of the Kentucky Early Childcare Learning Standards, Creative Curriculum Learning Standards, and the Common Core Learning Standards should alleviate a learning standard not being addressed by teachers. Alignment of the learning standards could decrease the preparation gap that presently exists with entering kindergarten students.

Leadership skills of the preschool and kindergarten teachers were increased through monthly TPIC collaboration meetings. These monthly meetings provided an open forum for data discussion, and strategy effectiveness to discern what was working and what needed to be revised or discontinued. Understanding each program's expectations identified strategies that eased transition concerns so each preschool student developed the necessary school readiness skills. Decisions from these meetings included

the pace to send reading and math readiness materials home, and which learning tasks would best address the learning standards.

Principal

The 2T² Preschool Transition Plan impacted the principal of Wurtland Elementary in multiple ways. Time management was one way in which the 2T² Preschool Transition Plan affected the principal. Development and implementation of 2T² required reorganizing and reprioritizing the principal's schedule to address issues and decisions associated with the plan.

The key role of the principal in the process was making sure the preschool transition plan developed was data driven, developmentally appropriate, and aligned the learning standards of the preschool and kindergarten curriculum. Developing a data driven transition plan required gathering achievement data of student performance levels, specifically in the areas of reading and math for preschool and kindergarten students. Administration of the School Readiness Check Sheet assessment at three points during the 2012-2013 school year provided the data the principal used to determine the effectiveness of the transition plan with preparing preschool students with the necessary school readiness skills. The principal used School Readiness Check Sheet data analysis to determine if the 2T² Preschool Transition Plan could decrease the achievement gap that exists with entering kindergarten students and to measure the plan's effectiveness. If the 2T² Preschool Transition Plan decreased the achievement gap between preschool and kindergarten, the principal anticipated that over time one would have a domino effect in which each performance level achievement gap was decreased.

Attendance at planning meetings and informal observations allowed input from the principal of instructional practices to be implemented on a daily basis.

Developmentally appropriate instructional strategies using manipulatives, interactive learning tasks, creative play, real-life application and exploration were best practice observation criteria of the principal for teachers at each performance level. Consistency of instructional strategy implementation provided an alignment of teacher and principal expectations of how instruction would take place in the classroom.

Implementing a developmentally appropriate preschool transition plan required scheduling decisions to include collaboration meetings between Northeast Head Start preschool teachers and Wurtland Elementary kindergarten teachers. These monthly collaboration meetings resulted in an aligned curriculum of the Kentucky Early Childcare Learning Standards, Creative Curriculum and Common Core Learning Standards. One goal for alignment of the standards was to eliminate a learning standard not being taught. Another goal was to broaden the understanding of learning standards of the Head Start Program and the elementary school program.

An additional way in which the 2T² Preschool Transition Plan impacted the principal was through application of the systemic change process with strategic planning. The overriding premise of the systemic change process was changing one part of a program affected every other part of an organization. Using the systemic change process required collaboration between the Northeast Head Start program, the Greenup County School District - of which Wurtland Elementary is a part, and the parents. Therefore, the principal examined the possible impact the 2T² Preschool Transition Plan may have on

the overall educational program offered at Wurtland Elementary. The anticipated impact on the educational program of Wurtland Elementary would be more preschool students entering kindergarten with the necessary school readiness skills. A higher percentage of preschool students with adequate school readiness skills may decrease the existing achievement gap at kindergarten. Decreasing the kindergarten achievement gap could have a domino effect at each consecutive performance level, grades 1-5.

2T² Implication for Others

The question, “How might other preschool programs and early childcare providers learn from your study?” was answered by discussing the 2T² Preschool Transition Plan data results with groups interested in developing a preschool transition plan. Mind the Gap, an end-of-year follow-up informational session detailed the impact the 2T² Preschool Transition Plan had on preparing preschool students with school readiness skills. This informational session allowed other childcare providers an additional opportunity to ask questions of plan operation, obstacles encountered, and how these issues were resolved; valuable information needed prior to developing a preschool transition plan.

Sharing of school readiness performance data suggested how others could duplicate this success with their preschool children. Examining school readiness performance data provided rationale to convince administrators that implementation of this transition program in their district or school would increase the school readiness skill level of their preschool children.

Essential to the development and success of the 2T² Preschool Transition Plan was the systemic planning process, Plan, Do, Check, Revise; cyclic steps for continuous improvement. Non-negotiable components for the development and success of the 2T² Preschool Transition Plan included, comprehensive planning, qualified personnel, parent involvement, quality curriculum, implementation fidelity, and continuous monitoring were essential to its development and implementation. Using strategies and resources that eliminate transition and preparation gap concerns, the 2T² Preschool Transition Plan offered a plan that can prepare entering preschool students with school readiness skills necessary to be successful in kindergarten.

Personality Bias

Two factors examined to determine personality dependence of the 2T² Preschool Transition Plan were commitment and qualifications of personnel.

Commitment was one factor that made 2T² personality dependent. The expression, “A plan is only as good as the people who implement it,” defines commitment. Everyone working toward the shared vision, Everyone Enters Ready, assured a strong commitment to accomplishing the goal of preschool students entering kindergarten with the necessary school readiness skills. Commitment affected the fidelity with which the plan was implemented. Parent fidelity (measured by returned Homework Contracts) during implementation of Homework Academy affected consistent delivery of readiness skills reinforcement that preschool students received; therefore school readiness skills were affected.

Qualifications of preschool personnel are a factor that affects implementation fidelity of the 2T² Plan. Research by Schweinhart (2004) reported quality preschool programs have qualified personnel deliver services to preschool children. Wurtland Elementary has one Northeast Head Start classroom that is an all-day session. The teacher employed by Northeast Head Start has Kentucky Early Childcare Teacher Certification. Northeast Head Start employs three paraprofessionals to assist the preschool teacher in implementing the preschool program at Wurtland Elementary. The hiring of qualified preschool personnel offered assurance that program strategies were delivered in ways that best met the needs of the students.

Documentation of the preparation and planning processes removed the obstacle of personality dependence from the 2T² Plan. Accurate recording of each process during the preparation and planning stages provided a blueprint that others can follow to continue the plan's evolution regardless of leadership changes. Every program or plan is personality dependent to a certain degree, however, when everyone embraced the vision of 2T², Everyone Enters Ready, personality dependence subsided.

Populations That Impact Study

Early childcare education programs offered in the Greenup County School District has a blended operating structure. Northeast Head Start and Kentucky Early Childcare Program regulations posed challenges while implementing a transition plan that blended these government agencies. Blending these government agencies presented unique challenges for the 2T² Plan, such as implementing a continuous transition plan, using an active parent involvement approach to implement Homework Academy

services, and data collaboration to identify curriculum alignment issues or learning needs of preschool students.

2T² required anticipating black swans and actions of others that could impact its implementation. Eliminating or lessening obstacles to 2T² implementation lay in communication and others embracing the plan's vision, Everyone Enters Ready.

District Level Administration

Administrators of Head Start, the Greenup County School District, and the Greenup County Board of Education Members were stakeholders of this project and provided decisions that impacted the extent to which 2T² was implemented. Therefore, decisions of administrators involved with early childcare education were guided by data that demonstrated the effectiveness of the transition plan in this study. Timely communication with administrators that determined funding priorities was essential for 2T² to continue.

State Level Administration

A group that provided both opportunities and challenges were legislators. Legislators have the authority to fund programs that advance students toward achieving 21st Century College and Career Readiness skills. The authority to decide which program opportunities gets funded empowered legislators to affect the educational future of our students. Legislative decisions pose challenges for new projects, such as 2T², because a lack of effectiveness data makes funding procurement difficult. Legislators obligate funds for projects perceived to be a valid use of tax dollars. They examine new projects to determine if the project's strategies were developed using research data and can allot

funds as a pilot project before obligating a larger amount of funds. Legislators examine past successes before obligating funding for the future of our children.

Elementary Principal

Populations that impacted this study included the Wurtland Elementary Principal. As 2T²'s creator and principal of Wurtland Elementary, use of data analysis eliminated decisions of bias and assured objective reporting of program effectiveness. Communication from the principal to all stakeholders impacted how well the 2T² Plan was understood and supported. Attendance and high-visibility of the principal at preschool activities emphasized the importance of the 2T² Preschool Transition Plan to the overall educational program offered at Wurtland Elementary.

2T² Opportunities vs. 2T² Challenges

The opportunities outweighed the challenges 2T² brought to Wurtland Elementary. A challenge for 2T² was the budgetary constraints. Early childcare programs are impacted by dwindling state funds and new programs like 2T² are no exception. Funds to purchase materials for weekly Homework Academy learning tasks were accessed from Title 1 Parent Involvement funds designated for such expenditures. The majority of 2T² learning materials used were found on Internet sites designated as free materials. The learning materials used aligned with Northeast Head Start and Greenup County curriculum learning standards. Using free materials saved budget dollars for use in other program areas of Wurtland Elementary.

Another challenge to the 2T² Plan involved adhering to two separate sets of regulations: regulations specific to Northeast Head Start and regulations specific to the

Kentucky Early Childcare Education Program. Regulations specific to Northeast Head Start included the nonuse of work sheets, and use of ECERS (Early Childhood Environmental Rating Scale) for monitoring the learning environment. Regulations specific to the Kentucky Early Childcare Program included use of a certified early childcare teacher to deliver preschool instruction and use of Teaching Strategies GOLD assessment instrument to measure student growth and development. The 2T² Plan addressed this challenge through alignment of the learning materials prepared and with implementation of the Homework Academy strategy.

A final challenge for Wurtland Elementary was juggling of schedules to fit additional learning strategies into an already strapped instructional day. This challenge was addressed by changing the preschool day from a half day to a full day session. The additional time allowed more instruction to take place for students, allowed time for instructional strategies to be taught to parents, and allotted time for parent Make-It-Take-It Workshop sessions.

2T² provided many opportunities for increasing student achievement and strengthening the educational program offered at Wurtland Elementary. 2T² provided Wurtland Elementary the opportunity to eliminate achievement gaps that exist; beginning with the preparation gap many entering kindergarten students possess. The plan allowed preschool students to participate in continuous transition activities that lessened school adjustment concerns for both parents and students. 2T² brought consistency of services preschool students received by using the 2T² Homework Academy, a paced, weekly strategy that reinforced school readiness instruction. 2T² established a meeting schedule

that coordinated curriculum strategies that assured school readiness skills were taught and reinforced by preschool and kindergarten level teachers. Parents were empowered and actively engaged in equipping their child with school readiness skills necessary for kindergarten success.

Chapter Four

How and When

The purpose of this study was to determine if implementation of a preschool transition plan prepared entering preschool students with the necessary readiness skills to be successful in kindergarten. Section Four discusses the 2T² Preschool Transition Plan, its organizational structure, and the development and implementation of the plan.

2T² Preschool Transition Plan

The 2T² Preschool Transition Plan was the first of its type to be developed for the Greenup County School District. Its goal was to have all preschool students entering kindergarten with the necessary school readiness skills. The plan addressed achievement gap deficits identified by previous years' data. Data indicated that many Wurtland Elementary students did not have the school readiness skills needed prior to kindergarten entry. The 2013 School Readiness Data report effectiveness data of the 2T² Preschool Transition Plan after one year of implementation.

Examination of assessment data revealed achievement gaps were at each performance level. This suggested the students that enter school unprepared, continue lagging behind same-age peers as they move from one performance level to another. Components that Schweinhart (2009) and Pianta et al (2003) believed important for successful preschool and transition programs were used to develop 2T²; comprehensive planning, quality personnel, parent involvement, quality curriculum, implementation fidelity, and monitoring processes.

2T² Organizational Structure

An organizational chart (Appendix A) depicts the two-committee structure, Community Liaison and Transition Planning/Implementation, and lists the basic responsibilities of each. This organizational structure worked well with the blended preschool program already in place at Wurtland Elementary because it combined the efforts of Northeast Head Start and the Greenup County School District stakeholders to develop a preschool transition plan that supported the vision, Everyone Enters Ready. The 2T² Preschool Transition Plan operated within the parameters of the Northeast Head Start and the Greenup County state-funded preschool program regulations. The parameters included alignment of learning materials with Northeast Head Start and the Greenup County preschool learning standards.

Community liaison committee.

The Community Liaison Committee (CLC) was the oversight committee. Primary charges of the Community Liaison Committee were attendance at 2T² progress meetings, program operation decisions, and keeping the community informed of the plan's effectiveness. The members of the Community Liaison Committee included the Greenup County Preschool Director, Northeast Head Start Director, Greenup County Board of Education Representative, Family Resource Liaison, 2T² Transition Plan Coordinator, and Community Partners (Greenup County Health Dept., Helping Hands, and Social Services).

The CLC committee had control of all finances, with the responsibility of making sure funds were spent on programs and strategies that impacted student achievement the

most. Authority for program development or continuance rested with the CLC. The CLC convened meetings to discuss 2T² plan effectiveness, examine school readiness data, and act upon recommendations from the Transition Planning/Implementation Committee (TPIC).

Three meetings were held by the CLC for the 2012-2013 school year: beginning-of-the-year, mid-year, and end-of-the-year (Appendix B). The first meeting of the CLC was an informational meeting that detailed the plan's vision, goals, implementation schedule, and the strategies developed for the plan. Preschool students' school readiness baseline data was presented at the first meeting.

The mid-year CLC meeting provided implementation updates for the 2T² Preschool Transition Plan. The mid-year meeting discussed the strategy, Homework Academy, being implemented, considered recommendations of revisions to the plan, and was provided a data analysis report of school readiness skill growth. The analysis report compiled beginning and mid-year School Readiness Check Sheet assessment data of each participating preschool student.

The end of year CLC meeting was scheduled after the close of the 2012-2013 school year to allow compilation of year-end reports. CLC members were provided information that measured school readiness skill growth of participating preschool students that included all administrations of the School Readiness Skill Check Sheet assessment, beginning, mid-year, and end-of-year. The focus of the 2T² strategy discussion concerned the effectiveness of each and what revisions should be made to the strategies for the upcoming school year.

Transition planning/implementation committee.

The TPIC committee was in charge of all 2T² planning. Each member or members had specific committee responsibilities and brought the completed products to the committee for discussion. The members of TPIC included the 2T² Transition Coordinator, Northeast Head Start Director, Greenup County Preschool Director, WES principal, preschool and kindergarten teachers, the Family Resource liaison, and two parents. There were five meetings that involved all TPIC members. These meetings were held in July, September, January, May, and June to coincide with 2T² start-up, School Readiness Check Sheet data results, and next year planning of 2T² (Appendix C).

The 2T² Transition Coordinator was the chairperson for the TPIC and had the responsibility of monitoring the plan's implementation. The Transition Coordinator worked closely with the preschool and kindergarten teachers to provide transition plan trainings (Make-It Take-It Parent Workshops, 2T² Training Modules), prepared Homework Academy learning materials, monitored the implementation of each School Readiness Check Sheet Assessment, and compiled the SRCS information.

The Northeast Head Start Director, the Greenup County Preschool Director, and the WES principal made sure all regulations were in compliance, the learning standards and Creative Curriculum were aligned and being taught, a monitoring process was in place, and quality personnel that met state-funded preschool criteria were recommended for each position. The Northeast Head Start Director and the Greenup County Preschool Director supervised the development of a district-wide curriculum map that embedded a calendar schedule for its implementation.

The preschool and kindergarten teachers' responsibilities included planning units of study that addressed all of the learning standards over the time frame of one school year. The weekly instructional needs for the Homework Academy were determined as the units of study were developed. Additional responsibilities for this group included assisting the Transition Coordinator with all preschool transition trainings, promoting the active involvement of parents, and communication of information to parents and other stakeholders. The Head Start teachers, kindergarten teachers, and the Transition Coordinator met monthly to discuss units of study and what learning materials were to be prepared for Homework Academy.

The Family Resource liaison was instrumental in connecting parents with resources that our community partners provided. These resources included assisting with basic needs such as clothing and food, scheduling parent informational classes, and conducting home visits to build a positive school/home culture.

Success of the 2T² Preschool Transition Plan was dependent upon the development of a strong parent involvement strategy, Homework Academy. This strategy utilized parents as teachers who provided assistance and reinforcement of readiness skills to preschool children. The parents serving on the committee distributed information about the 2T² Plan and helped organize parent involvement evenings for the 2012-2013 school year.

2T² Development and Implementation

Effective Schools' research indicated that successful educational programs invest time and effort in a comprehensive planning process (Lezotte, 2011). Developing a plan

to address the existing achievement gap of entering kindergarten students began July 1 of the 2012-2013 Greenup County school year. Using research data from effective early childcare programs, members of the TPIC met and developed strategies for the 2T² Preschool Transition Plan. Decisions made at these meetings included development of 2T² timelines, training modules, 2T² Preschool Transition Manual for parents - of which Homework Academy was a part, and monitoring processes.

2T² timelines.

The operation of 2T² followed the 2012-2013 school schedule approved for the Greenup County School District. The master schedule (Appendix D) lists dates of activities for year one implementation of 2T². Following a fixed schedule maintained everyone's focus on accomplishing the vision, Everyone Enters Ready. The meetings were scheduled for the same week, the same day, and the same time frame each month. The Head Start teachers, kindergarten teachers and the Transition Coordinator were the members of the TPIC that met monthly. The five meetings of all TPIC members combined the monthly meetings of the Head Start teachers, kindergarten teachers, and the Transition Coordinator to prevent an overlap of meeting schedules.

Training modules.

Preparation and training about the plan were integral to its success. Establishing clarity of the plan required training sessions to be conducted throughout the school year. These training sessions had a variety of purposes, depending upon the audience. One training purpose was to inform others how to develop a preschool transition plan. Another purpose was to inform parents of the 2T² Preschool Transition Plan and how

they could prepare their child with school readiness skills using the plan. Training parents in lesson delivery specifics, and the construction and use of learning materials comprised Make-It-Take-It sessions throughout the school year.

Training Module One, 2T² Development (Appendix E) was designed for colleagues or others interested in developing a preschool transition plan. The module identified the process used in development of 2T², beginning with data analysis that indicated the need for a preschool transition plan. Module One provided a step-by-step explanation of what was done, why it was done, and a follow-up session at the end of the school year that discussed the impact the preschool transition plan had preparing preschool students with school readiness skills. Other principals, Wurtland Elementary teachers, and SBDM parent members attended the training.

The second training module, Preschool Parents' Guide to School Readiness (Appendix F), explained how parent involvement affects their child's academic achievement and the benefits children receive from attending a quality preschool. This training module provided parents the school readiness information they were to use to ready their child for the transition to kindergarten. Parents left the training with a 2T² Parent Transition Manual inclusive of kindergarten enrollment information, preschool expectations, and an agreement to participate in Homework Academy, a weekly school readiness skill reinforcement strategy that parents implement. Fourteen parents attended the training.

Make-It Take-It Trainings were topic specific and included techniques of lesson delivery, the construction and use of learning materials, and addressing different learning

styles. The preschool teachers, kindergarten teachers and the transition coordinator conducted all trainings for the parents. The goals of these trainings were to equip parents with educational strategies and knowledge of learning materials to increase their child's attainment of school readiness skills.

A Make-It Take-It Training, Instructional Basics (Appendix G) on lesson delivery was conducted in September. At this session parents learned how to introduce the skills to be reinforced, how to model instruction, and how to develop real-life application of these skills. The 10 parents in attendance constructed alphabet flash cards and ladybug number flash cards to develop students' reading and math readiness skills.

Another Make-It Take-It Training addressed the different learning styles of students (Appendix H) . The training included a kinesthetic learning activity that demonstrated to the 11 attending parents the use of music to teach the letters of the alphabet. An opportunity for real-life application was demonstrated by taking a walk outside to identify things that begin with the letters of the alphabet.

The final Make-It-Take-It Training (Appendix I) taught parents how to use a game format to reinforce readiness skills. The 14 parents made games from cardstock. The learning games aligned content with the reading and math learning standards.

The parents who did not attend the trainings were provided the materials, directions, and a completed learning material example. The Transition Coordinator would reference training materials in the weekly learning packets that could be used to reinforce readiness skills taught during the school day.

2T² parent transition manual.

In a study conducted by Erlendsdottir (2010), parent involvement was found to be effective when parents were actively engaged with the child's homework tasks.

Information from this study guided the decision to empower parents to implement a yearlong preschool transition strategy, Homework Academy. The 2T² Preschool Transition Manual (Appendix J) was a tool that empowered parents with resources to prepare their child with kindergarten readiness skills. One 2T² strategy, the Homework Academy, enables parents to become a homework resource. Homework Academy utilizes parents in the role of teacher by providing the student with readiness skill reinforcement.

The 2T² Parent Transition Manual is organized into six sections. Section One established the purpose of the manual by discussing the vision of 2T², Everyone Enters Ready. Parents get insight into the affect transitions have on school achievement and how a transition plan can prepare their child with the necessary school readiness skills.

Parents may not understand the entry criteria needed to enroll their child in school or where to locate this information. To ease this concern, parents find a detailed list of enrollment criteria, the required forms for enrollment purposes, and access information of online resources in Section Two. A question and answer information sheet prepared by the Kentucky Department of Education is a quick reference about enrollment criteria that parents may find helpful. An Enrollment Document Check Sheet is included that provides parents a tool for checking off enrollment forms as they are completed.

Section Three provides the parents a copy of the School Readiness Check Sheet assessment instrument. Understanding how their child's level of performance will be assessed is of major concern to preschool parents who are new to the school environment. The School Readiness Check Sheet (Appendix K) allows the parents to view the academic skills they will help their child attain prior to entry as a kindergarten student.

Understanding the learning expectations their child is to master enables parents to focus on how they could help their child to achieve the expectations. A list of the school readiness indicators for math, reading and writing are found in Section Four (Appendix L). These indicators were selected from learning standards the state of Kentucky believes all preschool students should know by the time they enter kindergarten.

Effective communication can stop a concern or problem before it escalates. Section Five provided a 2T² Resource List (Appendix M) on various topics that parents could access to communicate more effectively with the school and the teacher. The 2T² Resource List included Internet sites that parents could access to find additional learning resources for their child. Examples of the resources included are, Contact Information Sheet, a Parent/Teacher Conference Form, and a Get to Know My Child Form. The purpose of these resources was to lessen anxiety parents could experience when dealing with school matters.

Section Six contained materials for Homework Academy. The section has an organizer that divides the school year into months and week sections. Parents used the organizer to store the weekly learning materials used during Homework Academy operation. The Homework Academy strategy of 2T² empowered parents to have an

active role in their child's educational journey. Make-It Take-It training sessions taught parents specific instructional strategies and how to use the Homework Academy learning materials that are designed to reinforce school readiness skills taught by the teachers during the school day. Parents reinforcing school readiness skills at home provided consistency of learning standards delivery and lessened the likelihood of miscommunication of curriculum concepts taught.

Homework academy.

The Homework Academy was a weekly schedule of learning tasks that engaged both parent and child. A Homework Contract (Appendix N) secured a Good Faith agreement between the school and home that both stakeholders were responsible for a child's education. Each Homework Contract explained the homework tasks and the amount of time to spend on the tasks. The child returned the Homework Contract to the preschool teacher on Monday of the following school week. Research of the benefits of homework by Dawson (2012) indicated a positive relationship between student achievements at the elementary level and increased effectiveness noted at middle and high school level. This research helped guide the development of the Homework Academy strategy of 2T².

The learning materials used to implement the plan were designed from the early childhood learning standards that address school readiness skills. Two sources were used to obtain the learning materials needed for Homework Academy, Title 1 funds and the Internet. Title 1 funds purchased materials such as cardstock, manila envelopes, folders, and copier supplies the Transition Coordinator used to prepare the weekly learning

materials. Using the Internet to find free resources proved a valuable tool and conserved budgetary funds. Children's books, templates for letters of the alphabet, numbers, shapes and colors are examples of free learning materials downloaded. The Transition Coordinator compiled the learning materials for each week and sent the learning packets home with each student.

All learning materials remained at home to build an enriched learning environment. A weekly learning packet would typically include a children's book (additional books included to foster a love of reading), comprehension question sheet, five alphabet cards, five number cards, a parent letter, and the Homework Contract. The URL addresses for additional Internet resources for readiness skill enhancement or remediation were provided parents. If parents did not have Internet access, the Greenup County Public Library and Wurtland Elementary provided opportunities for parents to access the resources.

Quality personnel.

The impact that quality personnel have on the effectiveness of a preschool program cannot be overstated. "A program is only as good as the people who implement it," is Todd Whitaker's belief of the impact of quality personnel (P 9). Research found that credentialing requirements for early childcare personnel is varied and inconsistent from state-to-state (Doctors et al., 2007). This is in part due to parameters set forth by the institutions funding the preschool program. Teacher qualification criteria is different in a preschool classroom that has only Head Start funded students enrolled than in a preschool classroom that has both Head Start and state-funded preschool students enrolled. For a

blended preschool program, such as Wurtland Elementary, the regulations required the teacher have certification in early childhood education. Certification in early childhood designates a teacher highly qualified. Each teacher assistant must successfully complete the Kentucky Para educator Assessment or two years of college credit to meet teacher assistant criteria for employment in a preschool classroom.

Parent involvement.

Homework Academy was the strategy of 2T² that gave parents an active, participant role in their child's education. As parents received the orientation training they also received the preschool transition manual, a guide for preparing their child with school readiness skills. Each week the Transition Coordinator sent home learning packets that parents used to reinforce the readiness skills taught by the preschool teachers during the school day. Parents agreed to work with their child 10 minutes per day, Monday through Thursday during Homework Academy. The time parents spent reinforcing readiness skills was documented on a Homework Contract each week. The Homework Contract was returned to school the following week. Using a homework model for the preschool transition plan reinforced academic skills taught, instilled responsibility, and fostered a strong work ethic; attributes that enhance student academic achievement, and social development (Cooper, 2008; Dawson, 2012).

Quality curriculum.

The curriculum approved by Northeast Head Start was Creative Curriculum from Teaching Strategies, Inc. This curriculum addressed the social-emotional, physical, and cognitive domains of development and learning of preschool students. Creative

Curriculum had 38 learner objectives. The social-emotional domain had 3. There were four learner objectives in the physical domain of Creative Curriculum. The cognitive domain had 31 learner objectives for the areas of language, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition (Teaching Strategies, Inc., 2012).

The TPIC aligned the learner objectives of Creative Curriculum, the Head Start Framework, and the Kentucky Early Childhood Standards into the Greenup County Head Start Curriculum Map (Appendix O). Alignment of the learner objectives of these three documents decreased the opportunity for a standard being overlooked and not taught. The document guided selection of the learning materials used during implementation of the Homework Academy strategy.

Implementation fidelity.

Commitment by parents was important to the success of the 2T² Preschool Transition Plan. Implementation fidelity was determined by the consistency with which parents reinforced the readiness skills each week during Homework Academy. Providing ready-made learning materials saved parents' time and the task of selecting the learning materials to be used. All learning materials were at no cost to the parents. The returned Homework Contracts was documentation for implementation fidelity.

2T² research design.

Descriptive assessment was the type of quantitative research chosen to measure the study because of design fit; describe the extent school readiness skills were determined learned (Slavin, 2007). This design used criterion-referenced test constructs

to measure skills believed important by the test writers (Slavin, 2007). The School Readiness Check Sheet (SRCS) assessment is a criterion-referenced test that measured readiness skills in reading, math and writing preschool students need prior to entering kindergarten. Validity of the SRCS assessment was determined by completing a one-to-one match of each readiness test item to the Kentucky Early Childcare Learning Standards, the Creative Curriculum Learning Standards, and the Common Core Learning Standards. The School Readiness Check Sheet (SRCS) assessment instrument measured the school readiness skills of preschool students participating in the 2T² study.

School readiness check sheet

The SRCS is a criterion-referenced test that measures readiness skills for preschool students. This test measures letter identification, sight words, visual discrimination, mathematical knowledge, handwriting, and color recognition. The SRCS has a score range of 0% to 100%. Each piece of readiness skill information has a value of one percent.

The School Readiness Check Sheet Rating Scale score of 80 to 100% identified a student as Adequate. An Adequate rating means a student has the necessary school readiness skills for kindergarten success. A score of 70% to 79% identified a student as Marginal. A Marginal rating means a student is likely to require additional one-on-one instruction in the beginning. A score from 60% to 69% identified a student as Low. A Low rating means a student is likely to require intensive one-on-one instruction for a period of time determined by student progress. A score of 59% or below identifies a

student as Not Ready. A Not Ready rating means a student is likely to require RTI services to acquire the school readiness level as same-age peers.

The Transition Coordinator administered the SRCS assessment at three points during the school year - beginning of the year, mid-year, and end of year to measure the percentage of school readiness skills each preschool student had acquired. The Transition Coordinator had the preschool student complete the SRCS assessment in a one-to-one setting. The beginning of the year SRCS assessment set a baseline score for each preschool student. The baseline scores of the students provided achievement information that was used to prepare learning materials that addressed the school readiness needs of preschool students in the areas of reading, math or writing. The Transition Coordinator used the assessment data to determine when students needed an additional timeframe for specific readiness skills to be reinforced, such as the letter recognition of 'g', 'h', or 'i'. Struggling students identified as Not Ready were serviced with RTI strategies in the areas of reading, math, or writing to increase their achievement to an Adequate rating status. The preschool teacher or the preschool instructional assistants provided RTI services during the school day.

The assessment information from the SRCS was used for several purposes. One purpose was this information informed the curriculum areas that needed or did not need to be addressed - which guided lesson development. The assessment information provided parents information of the progress their preschool child was making toward attaining school readiness skills. Another purpose for the assessment information was the identification of curriculum strengths and alignment issues that were revealed by data

analysis. In addition, the specific learning needs of students that were identified by the assessment information allowed services to be provided more quickly. The assessment information was used to identify students that needed additional testing for specific learning disabilities. A final purpose for the assessment information was to inform the kindergarten teachers of the performance levels of incoming kindergarten students. Using assessment data in purposeful ways maintained a focus on continuous improvement.

Chapter Five

Results

The purpose of this study was to determine if implementation of a preschool transition plan prepared entering preschool students with the necessary readiness skills to be successful in kindergarten. Section Five provides a discussion of assessment data gathered for the project 2T² (Tools To Teach Transition) Preschool Transition Plan. Data were collected to determine the impact the plan had preparing 17 Wurtland Elementary preschool students with school readiness skills.

Data analysis involved collecting a baseline performance rating for each participating preschool student. Administration of the beginning-of-the-year School Readiness Check Sheet (SRCS) assessment provided the baseline performance rating needed. The assessment results were discussed at the TPIC monthly meeting to identify specific skill areas that need emphasis. The TPIC determined the students whose performances were in the lowest 10% qualified for RTI services.

Baseline data were compared to the mid-year SRCS data to determine the readiness skill growth for each participating student. Data analysis identified additional reinforcement of sight words and additional math reinforcement in the area of number to quantity correspondence was needed. The revisions prompted the Transition Coordinator to make changes to learning materials implemented during Homework Academy. The end-of-the-year SRCS assessment provided the school readiness performance growth each preschool student had made after one year of 2T² implementation.

The data gathered addressed the research question, “Will implementation of a preschool transition plan prepare preschool students with the necessary school readiness skills to be successful in kindergarten?” It was hypothesized that implementation of the preschool transition plan, 2T², would decrease the achievement gap present at the kindergarten level and overtime would decrease the achievement gap at each consecutive performance level.

2T² Assessment Plan

The 2T² assessment plan required completion of the SRCS assessment at three scheduled points during the school year, beginning-of-the-year, mid-year, and end-of-the-year. Using the scale of the SRCS and baseline data, each preschool student’s school readiness performance level was identified at the beginning of the implementation of 2T². Baseline data noted a wide variance of school readiness abilities of the students with a range of scores 0% to 36%. The SRCS mean for the beginning-of-the-year assessment was 21 and the standard deviation was 10.34. According to the SRCS Rating Scale, baseline data identified the 17 Wurtland Elementary preschool students as Not Ready. Each enrolled preschool students achieved a score of 59% or below on the beginning of the year SRCS assessment. Table 9 provides the change in school readiness skills of the preschool students at each assessment point.

Table 9

2012-2013 Percentage of School Readiness Assessment and Growth

Student ID	Beginning Year	Mid-Year	Student Growth	End of Year	Student Growth	Year 1 Growth
1	25	36	11	72	36	47
2	12	56	44	77	21	65
3	27	30	03	84	54	57
4	36	69	33	85	16	49
5	30	67	37	77	10	47
6	17	37	20	51	14	34
7	09	63	54	72	09	63
8	28	71	43	87	16	59
9	00	13	13	21	08	21
10	29	67	38	88	21	59
11	30	65	35	88	23	58
12	12	25	13	18	-07	06
13	03	19	16	Moved.	---	---
14	22	84	62	90	06	68
15	22	46	24	60	14	38
16	12	18	06	24	06	12
17	35	64	29	88	24	53

Source: 2012-2013 School Readiness Check Sheet Report

Table 10 displays the summary of the SRCS data for the 2012-2013 school year. The assessment information is divided using the three established timeframes, beginning-of-the-year, mid-year, and end-of-the-year. The number of students scoring in each

category of the rating scale is listed allowing one to determine the change in school readiness skill growth identified at each assessment monitoring point.

Table 10

2012-2013 School Readiness Check Sheet Data Summary

Test Time Frame	N	Not Ready Number of Students Scoring in Range (59%/Below)	Low Number of Students Scoring in Range (60%-69%)	Marginal Number of Students Scoring in Range (70%-79%)	Adequate Number of Students Scoring in Range (80%-100%)
Beginning Year	17	17	0	0	0
Mid-Year	17	9	6	1	1
End-Of-Year	16	4	1	4	7

Source: 2012-2013 School Readiness Check Sheet

The mid-year SRCS assessment report to the TPIC reflected each student's school readiness skill growth. The SRCS mean for the mid-year assessment was 49 with a standard deviation of 21.54. According to the report, the number of preschool students in the Not Ready range decreased from 17 students to 9 students. Six preschool students moved to Low on the assessment readiness scale. This indicated an increase from 0% to 35% change in readiness skill growth from the beginning of the year to mid-year assessment data on the Low assessment rating scale. One preschool student had moved from Not Ready to Marginal readiness status and one preschool student achieved Adequate readiness status. This indicated an increase of 6% in the Marginal and Adequate school readiness scale from the beginning of the year to the mid-year

assessment. Using the beginning of the year baseline data for comparison, data indicated each preschool student's school readiness skill score had increased.

The end-of-the-year assessment data reported 4 students with a score of 59% or below according to the SRCS Rating Scale. The SRCS mean for the end-of-the-year assessment was 68 with a standard deviation of 24.72. A comparison of beginning and end-of-the-year SRCS data indicated that 12 students had moved from Not Ready status for school readiness skills. One student moved from Not Ready to Low status. Eleven students (4 Marginal, 7 Adequate) moved from Not Ready to Marginal and Adequate status for school readiness skills. Discussion during a TPIC meeting indicated the reason Student 12's achievement decreased was behavior related. Relocation to another state accounted for the change in student enrollment to N=16. Student 13 did not complete the end-of-the-year assessment. A higher percentage of school readiness growth was shown when comparing the beginning-of-the-year SRCS and mid-year SRCS data to the mid-year and end-of-the-year SRCS data. Discussion of reasons for the difference in readiness skill growth between the first semester and second semester of the school year provided implications for program revisions for the upcoming school year. Explanations for the growth differences included curriculum content level of difficulty, and consistency of test administration.

Implementation Fidelity

The success of this project relied on the consistency of implementation by parents during Homework Academy. The implementation fidelity of the 2T² Preschool Transition Plan was measured by the number of Homework Contracts returned. The

returned Homework Contracts were interpreted by the TPIC to indicate the consistency with which parents implemented the strategy, Homework Academy. The contracts were included with the learning materials sent home to parents each week. The contract stated parents were to spend 10 minutes Monday thru Thursday reinforcing readiness skill concepts. Parents documented each day of implementation by signing their name on each Homework Contract. The Homework Contracts were returned to the Transition Coordinator who compiled the data.

After tabulation, the percentage of returned Homework Contracts for the 2012-2013 school year was 67%. The mean of the 2012-2013 Returned Homework Contract data was 20.2 with a standard deviation of 6.82. The TPIC examined the data to determine reasons for the decline and peaks of the returned contracts. Additional communication home (phone calls) resulted in more Homework Contracts being returned sometimes. The TPIC decided additional communication to parents who did not return the contracts would be put in place.

Other discussed reasons for the inconsistencies of returned contracts included, weekly obligations of families change frequently, sudden illnesses of family members, and preparation time for holiday traditions were all reasons that would affect the availability of parents' time. The TPIC decided a communication strategy for the upcoming school year would be to call parents weekly who did not return the Homework Contract.

Table 11

2012-2013 Returned Homework Contracts Data

Student ID Number	Number Of Returned Contracts (N=490)	Percentage Of Returned Contracts	Readiness Performance Rating
1	19	63	Marginal
2	24	80	Marginal
3	25	83	Adequate
4	27	90	Adequate
5	23	77	Marginal
6	14	47	Not Ready
7	20	67	Marginal
8	24	80	Adequate
9	10	33	Not Ready
10	26	87	Adequate
11	26	87	Adequate
12	8	27	Not Ready
13	4	13	Moved
14	26	87	Adequate
15	15	50	Low
16	10	33	Not Ready
17	25	83	Adequate

Source: Wurtland Elementary School Data File

Table 11 presents the Homework Contract data in a different way. The data details the number of Homework Contracts each student's parent returned, the percentage of returned contracts, and the school readiness performance rating each student had

achieved at the end of the first year of implementation. Examination of data revealed for students who had the highest school readiness skill performance rating, their parents had returned the Homework Contracts more consistently. Next, returned Homework Contract data were examined to determine if a relationship was indicated between the percentage of returned contracts and student SRCS performance.

Table 12 shows the relationship of returned Homework Contract percentages to the School Readiness Rating Scale categories.

Table 12

2012-2013 Student Readiness Rating and Implementation Fidelity Data

Readiness Rating	Adequate N = 7	Marginal N = 4	Low N = 1	Not Ready N = 4
Returned Contracts	85%	72%	50%	35%

Findings: Parents of preschool students with higher school readiness rating scores returned a higher percentage of Home Contracts than students that had lower school readiness rating scores. Findings indicate that the students' school readiness rating and parents' implementation fidelity provided skill reinforcement during Homework Academy as measured by the returned Homework Contracts by parents.

Source: Wurtland Elementary Data File

Chapter Six

Findings and Conclusions

The purpose of this study was to determine if implementation of a preschool transition plan prepared preschool students with the necessary readiness skills to be successful in kindergarten. The findings supported the hypothesis, implementation of 2T² could decrease the achievement gap at the kindergarten level and the achievement gap at each consecutive performance level. Section Six provides a discussion of the findings and conclusions for the study.

2T² combined the efforts of everyone in educating preschool students when it was most important, the beginning of their educational journey. Findings of the 2T² assessment data indicated consistent implementation of the transition plan increased school readiness skills of preschool students at Wurtland Elementary during the 2012-2013 school year. Analysis of beginning-of-the-year, mid-year, and end-of-the-year 2T² SRCS data revealed 15 students' school readiness skill level had increased. The average school readiness skill growth was 46, with a beginning-of-the-year mean of 21.

Four students remained at the performance level, Not Ready. The readiness level of these 4 students had increased, but not to the percentage needed for a performance rating of Low, Marginal or Adequate. Northeast Head Start personnel, beginning the second nine-week reporting period, provided the 4 students identified as Not Ready RTI services. The school readiness skill increase the 4 students made during the 2012-2013 school year continued to place the students at the Not Ready performance level. Next steps for these students included referral for additional testing. Each of the 4 students

qualified for special education services. The one student's school readiness skill level that decreased was one that qualified for special education services.

The increased performance levels of the preschool students indicated strategies of the 2T² Preschool Transition Plan had a positive impact on increasing school readiness skills. The 2013 School Readiness data reflected a decrease in the achievement gap from the 2012 School Readiness data of entering kindergarten students of 41%. Table 13 provides the school readiness data for the 2012 and the 2013 school years.

Table 13

Comparison of School Readiness Data for 2012 and 2013

Year	Percentage Ready	Percentage Not Ready
2012	2	98
2013	43	57
Change: + Increase - Decrease	+ 41	- 41

Source: Scholastic 2012; Brigance, 2013

Findings indicated continued implementation of the 2T² Preschool Transition Plan could prepare entering kindergarten students with the necessary school readiness skills for kindergarten success. The increased number of kindergarten students with the necessary readiness skills decreases the achievement gap between students determined ready and students determined not ready. Data findings infer a decrease of the achievement gap at the kindergarten level could potentially decrease the achievement gap identified at other performance levels at Wurtland Elementary.

Factors Impacting Assessment Results

Possible factors impacting assessment results included the comfort level with the test administrator, testing experience familiarity, attention span of tested students, and differing time frames of test administration. Research discusses the impact educators have on student achievement when effort is put forth to forge a relationship of trust (Larson, Henthorne, & Plum, 2002). A lack of time prevented a trusting relationship to be established between preschool students and the Transition Coordinator at the beginning-of-the-year SRCS assessment completion.

Unique Features of 2T² Preschool Transition Plan

Unique features of the 2T² Preschool Transition Plan included an instructional delivery strategy that provided continuity of services between the preschool environment and home environment for the 2012-2013 school year. All preschool students received reinforcement of readiness skills through participation in the Homework Academy. Parents had the role as the instructor during Homework Academy implementation, and were provided all ready-made learning materials. The parents used the learning materials to reinforce school readiness skills in the areas of math, reading and writing with their child each week.

Accompanying the learning materials was a parent letter of implementation suggestions and the Homework Contract. Returned Homework Contracts served as an indication of parents' implementation fidelity. Table 13 provided a summary of students' School Readiness Rating Scale performance to the number of Homework Contracts returned by parents. Findings indicated students whose parents returned a higher number

of Homework Contracts achieved a higher school readiness performance rating. Information gathered from students' readiness skill achievement and the returned Homework Contracts indicated consistent delivery of Homework Academy instruction reinforced the readiness skills students received in the classroom each week.

Collaboration

A focused collaboration strategy between the preschool and kindergarten teachers was another unique feature of 2T². Scheduled meetings between the preschool and kindergarten teachers discussed school readiness issues to be addressed to align learning standards of both levels. Alignment of the preschool and kindergarten learning standards bridged implementation gaps and clarified expectations. These meetings provided kindergarten teachers an advantage of knowing the performance level of incoming students prior to the first day of school; an advantage useful for designing individualized instruction.

The use of parents as instructors was another unique feature for the transition plan. Each Make-It Take-It training session offered specific strategies that parents used to reinforce readiness skills during weekly Homework Academy implementation. The strategies included the use of music to reinforce knowledge of the alphabet, learning games to reinforce number knowledge, and application of the skills to real-life. Other transition plans involve parents but do not offer a focused, consistent delivery of services by parents pivotal to the Homework Academy component of 2T². The 2T² Preschool Transition Plan had parents reinforce school readiness skills on a paced, weekly schedule.

2T² Anticipated and Unanticipated Results

Examination of SRCS assessment data revealed learning components, both anticipated and unanticipated; evidence the transition strategies impacted academic growth and development of preschool students. 2T² data indicated preschool students increased their school readiness skills necessary for kindergarten. Information from the 2012-2013 School Readiness Check Sheet Summary reported that the school readiness performance rating of the students had changed from 17 students listed at the performance level of Not Ready to 4 students listed at the performance level of Not Ready; 1 student scoring at the Low performance level; 4 students performing at the performance level of Marginal; and 7 students achieving the Adequate performance level. Students listed at the performance level of Marginal and Adequate were considered to have attained the needed school readiness skills for kindergarten.

Parents' implementation fidelity, as measured by returned Homework Contracts, indicated reinforcement of readiness skills during Homework Academy had a positive impact on the school readiness skill performance of preschool students. Collaborative planning allowed vertical alignment of learning standards and lessened the likelihood of standards being omitted from a unit of study.

2T² Conclusions

Implementation of 2T² relied heavily on parent commitment and fidelity. One lesson learned is forging parent relationships that build trust requires immersion of parents from the beginning of the planning process. Open communication and inclusion of parents in planning and development prompts ownership of 2T² results and success.

Another lesson learned is consistency of time frame for completion of the School Readiness Check Sheet affects student performance. Adherence to morning administration of School Readiness Skill assessments across students' mental performance when they are most rested. A third lesson learned is a need for a focused effort to affect legislative changes that puts early childhood education a top priority issue. This would require designation of a liaison to market 2T² effectiveness on student growth and development as well as its benefit to future economic growth for society.

Limitations of study.

Limitations of the 2T² study included reliance on parent implementation fidelity, the integration of two separate organization's operating processes and regulations, and the lack of legislative action to make preschool education compulsory for age 4 children. 2T² required trusting parents to implement the plan with fidelity and commitment. Parents were provided learning materials for implementation, but the 2T² Preschool Transition Plan did not have monitoring strategies in place for measuring implementation practices that took place at home. Following two separate organizations operating processes and regulations made planning more difficult. This presented delays in developing and implementing strategies of 2T².

Recommendations for others.

The recommendations for others planning to develop a preschool transition plan includes understanding the factors limiting our 2T² effectiveness, having timely communication with stakeholders of a preschool transition plan operation, and making sure continuous monitoring strategies are in place to address identified concerns in a

prompt manner. A critical resource to have in place from day one of planning is a full-time Transition Coordinator. Planning and developing the 2T² Preschool Transition Plan while performing the responsibilities of principal was a massive undertaking not conducive for optimum effectiveness for the 2T² Preschool Transition Plan, or for the position of principal.

Implications for practice.

The implementation of the 2T² Preschool Transition Plan depends upon the type of early childcare transition program other schools need. The 2T² Preschool Transition Plan provided a systemic plan other schools could follow to impact the readiness skills of entering kindergarten students. 2T² was a comprehensive transition plan that brought consistency to early childcare education services, implemented rigorous instructional practices and curriculum, provided seamless alignment between preschool and elementary education programs, and offered a parent involvement program component designed to prepare preschool students with school readiness skills. Data findings indicate that implementation of the 2T² Preschool Transition Plan did increase the school readiness skills of the 17 preschool students in the Wurtland Elementary Head Start program.

Chapter Seven

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Chapter Eight

Appendices

Appendix A

2T² Organizational Chart

2T² Committee Structure

Community Liaison Committee Transition Planning/Implementation Committee

Members:

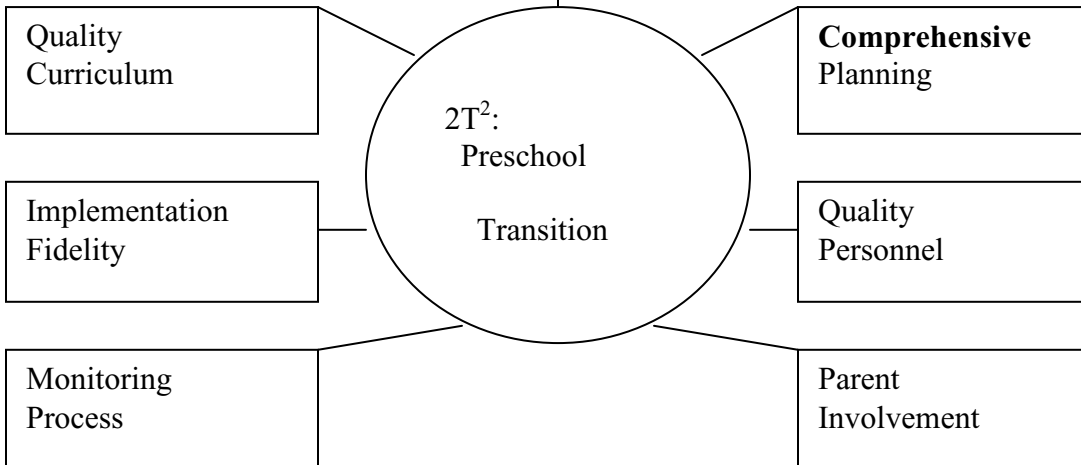
GC Preschool Director
 Northeast Head Start Director
 GC Board of Education Representative
 Family Resource Liaison
 Community Partners (GC Health Dept.,
 Helping Hands, Social Services)
 2T² Transition Plan Coordinator

Charge(s):
 Attend 2T² Progress Meetings; Make Program
 Decisions/ Recommendations; Inform
 Community of 2T² Transition Plan Progress

Members:

Preschool Directors: Northeast/GC
 2T² Transition Plan Coordinator
 WES Principal
 Teachers: Preschool/Kindergarten
 Family Resource Liaison
 Parents

Charge(s):
 Development/Implementation of 2T² Plan:
 Strategies; Timelines; Monitoring Strategies;
 Implementation of 2T² Transition Plan
 Components (i.e. lesson plans/delivery;
 assessment, revisions, reports)



Appendix B

2T² Community Liaison Meetings



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

Community Liaison Committee Meeting: Beginning-of-the-Year

- School Readiness Check Sheet Skill data (Baseline)

Community Liaison Committee Meeting: Beginning-of-the-Year

- School Readiness Check Sheet Skill data (Mid-Year)

Community Liaison Committee Meeting: Beginning-of-the-Year

- School Readiness Check Sheet Skill data (End-of-the-Year)

2T² Community Liaison Meeting
(Beginning-of-the-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Preschool Transition Plan Power Point
 - a. Vision
 - b. Goals
 - c. Implementation Strategies
 - d. Implementation Schedule
 - e. School Readiness Check Sheet Assessment: Baseline Data
 - f. How 2T² can benefit Greenup County

School Readiness Assessment Data (Beginning-of-the-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25		
2.	12		
3.	27		
4.	36		
5.	30		
6.	17		
7.	09		
8.	28		
9.	0		
10.	29		
11.	30		
12.	12		
13.	03		
14.	22		
15.	22		
16.	12		
17.	35		

2T² Community Liaison Meeting
(Mid-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Implementation
 - a. Homework Academy
 - b. Transition Plan Strengths
 - c. Transition Plan Concerns
 - d. Transition Plan Revisions
 - e. School Readiness Check Sheet: Comparison of Beginning Year and Mid-Year Assessment Data

School Readiness Assessment Data (Mid-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25	36	
2.	12	56	
3.	27	30	
4.	36	69	
5.	30	67	
6.	17	37	
7.	09	63	
8.	28	71	
9.	0	13	
10.	29	67	
11.	30	65	
12.	12	25	
13.	03	19	
14.	22	84	
15.	22	46	
16.	12	18	
17.	35	64	

2T² Community Liaison Meeting
(End-of-the-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Implementation
 - a. Homework Academy
 - b. Transition Plan Strengths
 - c. Transition Plan Concerns
 - d. Transition Plan Revisions
 - e. School Readiness Check Sheet: Comparison of Beginning Year, Mid-Year, and End-of-Year Assessment Data
 - f. 2013-2014 2T² Preschool Transition Plan Discussion

School Readiness Assessment Data (End-of-the-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25	36	72
2.	12	56	77
3.	27	30	84
4.	36	69	85
5.	30	67	77
6.	17	37	51
7.	09	63	72
8.	28	71	87
9.	0	13	21
10.	29	67	88
11.	30	65	878
12.	12	25	18
13.	03	19	Moved
14.	22	84	90
15.	22	46	60
16.	12	18	24
17.	35	64	88

Appendix C

2T² Transition Planning & Implementation Committee Meetings



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

Transition Planning and Implementation Committee Meeting:

- Start-up

Transition Planning and Implementation Committee Meeting:

Beginning-of-the-Year

- School Readiness Check Sheet Skill data (Baseline)

Transition Planning and Implementation Committee Meeting:

Mid-Year

- School Readiness Check Sheet Skill data (Mid-Year)

Transition Planning and Implementation Committee Meeting:

End-of-the-Year

- School Readiness Check Sheet Skill data (End-of-the-Year)

Transition Planning and Implementation Committee Meeting:

- What's Next?

Appendix C

2T² Transition Planning & Implementation Committee Meeting (Start-up)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Preschool Transition Plan Power Point
 - a. Vision
 - b. Goals
 - c. Implementation Strategies
 - d. Implementation Schedule
 - e. School Readiness Check Sheet Assessment: Beginning Year
 - f. How 2T² can benefit Greenup County

2T² Transition Planning & Implementation Committee
(Beginning-of-the-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Preschool Transition Plan
 - a. Implementation Strategies
 - b. Implementation Schedule
 - c. School Readiness Check Sheet Assessment: Baseline Data
 - d. How 2T² can benefit Greenup County

School Readiness Assessment Data (Beginning-of-the-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25		
2.	12		
3.	27		
4.	36		
5.	30		
6.	17		
7.	09		
8.	28		
9.	0		
10.	29		
11.	30		
12.	12		
13.	03		
14.	22		
15.	22		
16.	12		
17.	35		

2T² Transition Planning & Implementation Committee
(Mid-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- II. 2T² Implementation
 - a. Homework Academy
 - b. Transition Plan Strengths
 - c. Transition Plan Concerns
 - d. Transition Plan Revisions
 - e. School Readiness Check Sheet: Comparison of Beginning Year and Mid-Year Assessment Data

School Readiness Assessment Data (Mid-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25	36	
2.	12	56	
3.	27	30	
4.	36	69	
5.	30	67	
6.	17	37	
7.	09	63	
8.	28	71	
9.	0	13	
10.	29	67	
11.	30	65	
12.	12	25	
13.	03	19	
14.	22	84	
15.	22	46	
16.	12	18	
17.	35	64	

2T² Transition Planning & Implementation Meeting
(End-of-the-Year)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. 2T² Implementation
 - a. Homework Academy
 - b. Transition Plan Strengths
 - c. Transition Plan Concerns
 - d. Transition Plan Revisions
 - e. School Readiness Check Sheet: Comparison of Beginning Year, Mid-Year, and End-of-Year Assessment Data
 - f. 2013-2014 2T² Preschool Transition Plan Discussion

School Readiness Assessment Data (End-Of-the-Year)

Student Number ID	Beginning of Year	Mid-Year	End of Year
1.	25	36	72
2.	12	56	77
3.	27	30	84
4.	36	69	85
5.	30	67	77
6.	17	37	51
7.	09	63	72
8.	28	71	87
9.	0	13	21
10.	29	67	88
11.	30	65	878
12.	12	25	18
13.	03	19	Moved
14.	22	84	90
15.	22	46	60
16.	12	18	24
17.	35	64	88

2T² Transition Planning & Implementation Meeting
(What's Next?)



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. What's Next?
 - a. 2013-2014 2T² Preschool Transition Plan Discussion

Appendix D

2012 – 2013 Wurtland Elementary
2T² Master Schedule

The 2T² Master Schedule provides a calendar of transition tasks and or events that maintain implementation focus for teachers, parents, and administrators.

July:

- Summer transition program: Kinder Camp (July 26, 27, 28, 2012) (9:30a.m. -12:00)
- Transition Team Planning Meeting: 2nd Monday of July (10:00a.m. -12:00)
- Transition Planning and Implementation Committee (TPIC) Meeting: 1st Tuesday of each month (3:30p.m. – 5:00p.m.)

August:

- 2T² Meet-N-Greet Activity: August 9, 2012 (4:00p.m. -5:30p.m.) – discuss goals of transition program
- TPIC Meeting: 1st Tuesday of August (3:30p.m. -5:00p.m.)
- 2T² Parent Orientation Training
- 2T² Transition Program Kick-Off
- Preschool Students Assessed: School Readiness Skills Assessment
- TPIC Data Analysis Meeting: Committee examines base-line assessment data to determine student needs. Compile assessment report and distribute to Transition Team Committee. Identify students for RTI services.

September – April:

- 2T² Preschool Transition Manual Monthly Implementation Strategy: Each week of each school calendar month, Transition Coordinator prepares learning materials parents use.
- TPIC Meeting: 1st Tuesday of Each Month (3:30p.m. -5:00p.m.): Transition Coordinator, Preschool and Kindergarten Teachers meet and plan upcoming month's lessons/learning materials needed.
- Conduct Parent Make-It-Take-It Workshops bi-monthly.
- Parent/Teacher Conferences: Provide student progress information to parents each month.
- RTI Progress Meetings: Transition Coordinator meets with preschool teachers and parents of identified students to monitor student progress.

January:

- Complete mid-year School Readiness Skills Assessment of preschool students.
- TPIC Data Analysis Meeting: Committee examines mid-year assessment data to determine student needs. Compile assessment report and distribute to Transition Team Committee. Identify students for RTI services or revise current RTI service plan of students.

May:

- Preschool students complete end-of-year School Readiness Skills Assessment.
- TPIC Data Analysis Meeting: Committee examines end-of-year assessment data to determine student growth for year 1 of preschool transition plan. The TPIC committee compiles report for Transition Team Committee.

June:

- Transition Team Planning Meeting. Committees meet to discuss implementation of the 2T² Preschool Transition Plan for the upcoming school year, the revisions needed, and to develop new strategies.

Appendix E

2T² Preschool Transition Plan (Development) Training Module



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

- I. 2T² Preschool Transition Plan (Development) Power Point
- II. 2T² Preschool Transition Plan (Development) Agenda
- III. 2T² Preschool Transition Plan (Development) Power Point Narrative
- IV. Handouts:
 - a. 2T² Organizational Chart
 - b. 2T² School Readiness Check Sheet assessment instrument

2T²: Tools To Teach Transition

How
to Develop a Preschool Transition Plan



Training Module Prepared By: Barbara Cook

A component of the Educational Leadership Doctoral Program of Morehead State University

Date: Fall 2012

2T²

2T² Training Materials

Participant Folders – each participant receives a folder containing:

2T² Training Power Point

Agenda

Post-It Notes

Pens, and Markers.

A Message to Workshop Leaders

Education is in an age of accountability and more than ever programs must be in place to ready students for each performance level during their educational journey.

Workshops that detail how programs operate, what is needed to get a program started, and data that reflects program effectiveness is critical to moving our educational system into the 21st Century. Educational institutions strive to ready each student for the global marketplace, readiness that begins at the preschool level.

The narrative pages contain dialogue that explains individual slides and can be used as discussion prompts. The dialogue is specific to Wurtland Elementary's experiences during development of the 2T² Preschool Transition Plan. Each organization will have dialogue specific to their educational organization.

Welcome

(Slide 1)

Welcome to 2T².

Today's training is designed to provide a step-by-step explanation of how to develop a preschool transition plan.

Difficulties encountered by students moving from the preschool environment to the elementary school environment has been brought to the forefront of concerns to be addressed by educators.

Numerous research studies have been conducted since the 1990's in the area of educational transitions. Reported findings include, "The move from preschool to kindergarten is one of the most important moves a child will make. While it is an occasion for new opportunities and challenges, it is often a time of stress when the child and family are encountering new people and unfamiliar places. How educators handle the transition process lays the foundation and sets the tone for future expectations and experiences." (Ramey and Ramey, 1994)

Goal

(Slide 2)

Trainer:

The goal of this training is to provide information that others can use to develop a systemic preschool transition plan to equip entering preschool students with school readiness skills necessary for school success.

Agenda

(Slide 3)

Trainer:

In your 2T² participant folder you will find an agenda for today. (Go over agenda with participants.)

Agenda:

8:00a.m. – 8:30a.m. Welcome & Introduction

8:30a.m. – 10:00a.m. Why Change?

10:00a.m. – 10:15a.m. Break
10:15a.m. – 11:00a.m. Working-on-the-Work
(Groups work at tables to determine priority need)
11:00a.m. – 11:30a.m. Vision of Plan
11:30a.m. – 12:30p.m. Lunch
12:30p.m. – 2:00p.m. Transition Program Planning
2:00p.m. – 2:15p.m. Break
2:15p.m. – 3:00p.m. Anticipate Black Swans
3:00p.m. – 3:30p.m. Questions & Wrap-Up

Trainer: Let's take a few moments and have everyone introduce him or herself.
(Slide 4)

Why Change?

Trainer:

An organization has to find the answer(s) to this question before they can go further in the change process.

Understanding there is a need for change is the first step.

(Slide 5)

Trainer: The Process of Action Research allows an organization to gain a composite of an organization's culture, examine operation specifics and analyze data to determine an organization's priority need.

The Process of Action Research

1. Identify the problem or area of focus.
2. Review the related research literature.
3. Collect the data.
4. Organize, analyze and interpret the data.
5. Take the action (apply the findings) (Cowan, 2001).

(Slide 6, 7)

Identify the Problem or Area of Focus

Trainer: The first step in this process is to identify the problem or area of focus. This is accomplished by understanding the culture of your district or school. Sources of data include: Surveys completed by Title 1, Effective Schools, and Family Resource.

Identification of Priority Need

Trainer: Data analysis will identify the priority need of a school. Analysis of Wurtland Elementary data revealed achievement gaps at each performance level - the largest achievement gap existed at kindergarten level.

(Slide 8)

An Idea is Born

Trainer: Working in groups, analyze your district/school's data and identify a priority need.

(Groups share the process used to identify the priority need.)

(Slide 9)

2T² Vision

Trainer: Now that the priority need has been identified, it is important to develop a vision for the priority need – What do you want to accomplish?

Trainer: The 2T² Vision developed by Wurtland Elementary, Everyone Enters Ready, reflects the goal of eliminating the achievement gap of entering preschool students.

(Slide 10)

Framing the Problem

Trainer: Developing a vision requires understanding the root causes of the problem or obstacles that may hinder change initiatives. Are the causes structural, human resources, political, or symbolic?

Root causes of the problem

1. Structural
2. Human Resource
3. Political
4. Symbolic

(Bauer & Brazer, 2012)

Trainer: Examining what led to the identified problem enable preventive strategies to be developed that eliminate potential obstacles before they materialize as obstacles.

Structural Causes refer to obstacles erected when rules, roles, and relationships are being subjected to change.

Human Resource Causes refer to obstacles that participants bring to a change initiative. A conscious effort to attend to participants needs, such as involving participants in the decision-making, and making sure participants have the skills necessary to implement change will increase the odds that the change initiative will be successful.

Political Resource Causes refer to how groups involved are being affected by the change. Having the answers to questions, “Were the significant interest groups affected by the change consulted? Who had authority to approve the change?” provide opportunities to bring these groups on board with the proposed changes.

Symbolic Resource Causes refer to obstacles erected when change initiatives challenge the “status quo” of how things have always been done.

Wurtland Elementary considered potential change obstacles in all four areas of root causes that would cause the preschool transition plan to be unsuccessful. Meshing Head Start and Kentucky preschool regulations, required careful consideration of stakeholders’ roles, and the status quo of program operation.

(Slide 11)

Review Related Research Literature

Trainer: Step Two of Action Research is reviewing related research of the identified problem.

Research provided evidence of the impact attending quality early childcare programs can have on student achievement, the economy, and social institutions.

Quality early childcare programs examined by Wurtland Elementary included:

- The Abecedarian Project
- HighScope Perry Preschool Experiment
- The Head Start Program
- Chicago Child-Parent Centers

There are many variations of early childcare education programs available, and parents should examine services provided before enrolling their child.

Realistically, finances are the determining factor for most families.

(Slides, 12)

Review of Related Research Literature (cont'd)

Trainer: The Abecedarian Project was an intensive, long-term early intervention program for children of poverty that began at infancy.

Findings of this study included:

- 1.Participants had higher cognitive test scores from toddler years to age twenty-one.
- 2.Higher academic achievement in math and reading from primary grades through young adulthood.
- 3.Participants completed more years of education than children not participating in the study.

(Winton, Buysse, & Hamrick, 2006)

(Slide 13)

Review of Related Research Literature (cont'd)

Trainer: Participants of the HighScope Perry Preschool Experiment were African-American children, living in poverty and considered at-risk of school failure. This experiment was a longitudinal study that provided information of participants' long-term benefits of the experiment.

Study findings include:

- 1.Sixty-seven percent of participating students were rated ready for school compared to twenty-eight percent of students not participating in the program.
- 2.Forty-nine percent of HighScope Perry Preschool students had higher basic achievement scores at age fourteen compared to fifteen percent of students not participating.
- 3.Seventy-seven percent of HighScope Perry students were high school graduates compared to sixty percent of students not participating.
- 4.Sixty percent of HighScope Perry Preschool students had earned an additional forty thousand dollars in wages by age forty compared to students not participating.
- 5.Lower percentage of participating HighScope Perry students arrested five times or more by age forty compared to students not participating (Schweinhart, 2004).

(Slide 14)

Review of Related Research Literature (cont'd)

Trainer: A federal program, Head Start, was started in 1965 to provide services to special needs and at-risk children to increase their opportunities for school success.

The goal of the program was to increase school readiness skills of low-income children using the “whole child” model.

The Head Start model provided services that included preschool education, medical care, nutrition services and parenting classes.

Findings of a Head Start Impact Study included:

1. Increased academic achievement for the four-year-old group of participants in language and literacy areas, vocabulary development, letter-word identification, spelling, pre-academic skills, color identification, letter naming, and parent-reported emergent literacy.
2. Increased academic achievement for the three-year-old group of participants was found in all four domains examined at the end of Head Start and age four years, which included vocabulary development, letter-word identification, pre-academic skills, letter naming, phonological processing, parent-reported emergent literacy, perceptual motor skills and pre-writing, and applied math. (U.S. Dept. of Health and Human Resources, 2010)

(Slide 15)

Review of Related Research Literature (cont'd)

Trainer: Participants of the Chicago Child-Parent Centers were African-American children, living in poverty and considered at-risk of school failure. This experiment was a longitudinal study that provided information of participants' long-term benefits of the experiment.

Findings of the Chicago Child-Parent Centers initiative included:

1. The high school completion percentage of children participating in CPC initiative was 65% compared to the high school completion percentage of children who did not participate in the CPC initiative was 54%.
2. The Students participating in the CPC initiative that qualified for special education services was 14% compared to students not participating in the CPC initiative was 25%

3. Grade retention statistics for students who participated in the CPC initiative was 23% compared to students who did not participate in the CPC initiative was 38%.

4. The juvenile arrest percentage of participating CPC students was 16% compared to a 26% arrest percentage for students who did not participate in the CPC initiative.

5. Longitudinal data also reported repeat juvenile arrest data. Students who had participated in the CPC initiative had a repeat juvenile arrest percentage of 8%. This was in comparison to 15% for students not participating in the CPC initiative.
(Source: Reynolds et al, 2011)

(Slide 16)

Why 2T²?

Trainer:

Data analysis reflected the largest achievement gap existed at the kindergarten level.

Wurtland Elementary concluded development and implementation of quality educational programs, such as 2T², would eliminate achievement gaps at the beginning of a student's educational journey.

Schools today must provide educational programs that allow our students to be competitive in world markets.

Research concludes that quality early childhood educational programs provide an advantage needed to lessen achievement gaps, instill a desire to stay in school, and equip students with better decision-making skills.

The purpose of the 2T² project was to develop a preschool transition plan could be used to ready preschool students with school readiness skills.

(Slides 17)

What is the Goal?

Trainer:

The goal of 2T² was to develop a preschool transition plan for early childcare providers that incorporated effective kindergarten readiness skill development. Organizations must consider criteria that would affect program development.

Wurtland Elementary, having a blended preschool program, had to consider operating criteria of the federal program, Head Start, and Kentucky preschool when developing the 2T² Preschool Transition Plan.

(Slide 18)

Questions Generated by 2T² Proposal

Trainer:

Questions generated by literature research and the answers you find through its analysis drive the development of your plan.

Questions Wurtland Elementary generated included:

1. What is the transition to kindergarten?
2. Why is the transition to kindergarten important?
3. What can be done to make the transition to kindergarten successful?
4. What are key attributes of a successful transition program?

(Slide 19)

Question: What is the Transition to Kindergarten?

Trainer:

Research described transition as a “process of moving from one situation to another.

For most students it is smooth and satisfying, but for others the move is bumpy and frightening when entering kindergarten.

The transition to kindergarten is more than a one-time event. It is a journey that takes time, preparation, and advanced planning.

Transition is not a “one size fits all” program.

“There are many different groups of people who are affected by the transition process: entering students, the family, early childcare providers, kindergarten teachers, elementary school principal and staff, and the community (Kraft-Sayre, Pianta, 2000).”

(Slide 20)

Question: Why is the Transition to Kindergarten Important?

Trainer:

The importance of the transition to kindergarten cannot be overstated. “The transition to kindergarten sets the tone and direction of a child’s school career. It can be a turning point in a child’s life.

Kindergarten is the place in which children make important conclusions about school as a place where they want to be and about themselves as learners.

If no other objectives are accomplished, it is essential that the transition to school occur in such a way that children and families have a positive view of the school, and that children have a feeling of perceived competence as learners (Bailey in Pianta, 1999).”

“A successful transition to kindergarten is seen as a key component of school readiness (Pianta & Kraft-Sayre, 2003).”

(Slide 21)

Question: What Can be Done to Make the Transition to Kindergarten Successful?

Trainer:

Examining transition research provided understanding of what educational organizations needed to have in place to make the transition to kindergarten successful.

Research by the Harvard Family Research Project in 2002 provided valuable information Wurtland Elementary considered when developing the 2T² plan.

Slide Information:

Information by the Harvard Family Research Project included, “The transition to kindergarten is an ongoing process. Systematic transition strategies must become a collaboration effort between the home or preschool, the elementary school, and the community to enhance the children’s development while supporting and empowering the family in the process.”

Slide Information:

Examples of these collaboration efforts include:

1. Families can know what is expected for the registration to kindergarten process by visiting the neighborhood elementary school and asking about the process, as well as pick up a “Transition to Kindergarten Brochure.”
2. Early childcare providers can transfer the appropriate preschool records to the elementary school.

3. Prepare families and their children for the transition to kindergarten by providing culminating preschool experiences, such as memory books.

4. Kindergarten teachers can increase communication with early childcare providers and do home visits with incoming kindergarten students/families.

(Slide 22)

Trainer:

The state of Hawaii implemented a transition program, Good Beginnings Alliance in 2002. This program identified key attributes that a successful transition program should include. Wurtland Elementary developed the 2T² plan using these attributes as rubric criteria for developing a quality plan.

Slide Information:

1. Create and Promote Connections and Relationships in the Community
2. Maintain ongoing Communication
3. Prepare Children for Transition
4. Involve Parents in the Transition
5. Provide Program Continuity Through Developmentally Appropriate Curriculum (Good Beginnings Alliance, 2002)

(Slide 23)

Common Attributes of Successful Preschool/Transition Programs and 2T²

Trainer:

Wurtland Elementary compiled common attributes identified in research of systemic change efforts, attributes of successful preschool programs in place and attributes needed for successful transition programs. These attributes became the components for the 2T² plan.

Slide Information:

1. Comprehensive Planning
2. Qualified Personnel
3. Parent Involvement
4. Quality Curriculum
5. Implementation Fidelity
6. Continuous Monitoring

(Slide 24)

What is 2T²?

Trainer:

2T² is a transition plan that provides learning resources to parents. Wurtland Elementary used parents, an untapped resource, to implement the 2T² plan.

Parents use these learning resources to equip their child with school readiness skills.

(Slide 25)

What Does 2T² Look Like?

Trainer:

In your training folder you have an organizational chart for 2T². The 2T² plan is comprised of two committees, the Community Liaison Committee (CLC) and the Transition Planning/Implementation Committee (TPIC).

Trainer:

The members of the Community Liaison Committee are:

1. Directors: Greenup County Preschool
Northeast Head Start
2. Greenup County Board of Education Representative
3. Family Resource Liaison
4. Community Partners (GC Health Dept., Helping Hands, Social Services)
5. 2T² Transition Plan Coordinator

(Slide 26)

Community Liaison Committee Charge(s)

Trainer:

Committees must understand their charge in order to operate effectively.

Responsibilities of the Community Liaison Committee included:

1. Attend scheduled 2T² progress meetings.
2. Make Program Decisions and Recommendations for 2T² Revisions and Continuance.
3. Inform Community of 2T² Transition Plan Progress.

(Slide 27)

Committee 2:

Transition Planning/Implementation Committee

Trainer: The members of the Transition Planning and Implementation Committee are:

1. Preschool Directors: Northeast Head Start
Greenup County Preschool

1. 2T² Transition Plan Coordinator
2. WES Principal
3. Teachers: Head Start; WES Kindergarten
4. Family Resource Liaison
5. Parents

(Slide 28)

Transition Planning and Implementation Committee Charge(s)

Trainer:

The Transition Planning and Implementation Committee had the majority of responsibility for the 2T² Plan.

Responsibilities of the TPIC included:

1. Comprehensive planning, development and implementation of the 2T² Preschool Transition Plan.
2. Development of implementation timelines
3. Implementation of Transition Plan components: lesson plans/delivery; assessment, revisions, reports.
4. Continuous monitoring processes: assessments.

(Slide 29)

Implementation Timelines

Trainer:

Slide 29 provides a broad overview of the 2T² timeline for the 2012-2013 school year.

The timeline included:

1. 2T² Start-Up: 2T² Planning Meeting;
2T² Orientation Meeting; Compile 2T² start-up data and report findings to committee members.

2. Monthly 2T² Meetings: TPIC discuss 2T² strategies implemented, revise strategies if necessary, analyze student transition progress, and conduct parent/teacher conferences.

2T² End-of-Year: Assessment wrap-up; compilation of reports; planning for upcoming school year.

(Slides 30, 31)

2T² Calendar of Operation

Trainer:

In your folder you have a copy of the 2T² Master Schedule.

The 2T² Master Schedule provides a listing of tasks or events to be completed throughout the school year.

July:

- Summer transition program implemented
- Transition team meeting to finalize 2T² calendar

August:

- Program Meet-N-Greet Activity
- Transition Program Goals/Information
- Preschool/Kindergarten Teacher Transition Meeting: affirm August program goals.
- Transition Program Start-Up
- Students assessed (School Readiness Check Sheet)
- Parents transition development (Parents Transition Manual)

September – April:

- Preschool/Kindergarten Teacher Transition Meetings: affirm monthly program goals and monitor implementation.
- Provide student progress information in academic, social, and behavioral areas.
- Parent transition activities/information/conferences provided.
- Assessment: Mid-Year School Readiness Check Sheet Assessment completed.
- Identification of RTI students and development of TIP (Transition Intervention Plan).

May – June:

- Assessments: Complete year-end assessments and compile data.
- Preschool transition activities with elementary school
- Program effectiveness assessed/plans developed for upcoming year.

(Slide 32)

2T² Monitoring Processes

Trainer:

Slide 32 provides monitoring information that was used to guide plan revisions and plan effectiveness.

The monitoring processes included:

1. Monitoring of 2T² Strategies: implementation fidelity of Homework Academy/Homework Contracts
2. Evaluation Instrument: School Readiness Check Sheet that is administered at 3 points during the school year: beginning, mid-year, and end-of-year.
3. Revision Process: School Readiness Check Sheet data provided information that helped identify students that needed RTI services.

(Slide 33)

Trainer:

Slide 33 describes the Monitoring Specifics of the first year of implementation.

1. Monitoring of 2T² : The preschool/kindergarten teachers would meet monthly to discuss implementation of the 2T² strategies. A mid-year and end-of-the year report would be compiled and presented to the Community Liaison Committee.
2. Evaluation Methods: The School Readiness Check Sheet Assessment instrument will be used to assess student readiness performance levels. The data will provide student readiness information and help identify students with specific needs.
3. Revision Process: Data furnished at monthly meetings and data from administration of the School Readiness Check Sheet instrument will drive the revision process of the program.

(Slide 34)

Question One

Trainer:

Planning for the unexpected, referred to as Black Swans, can diminish the affect of something going awry while implementing a plan you have worked hard to develop. A Black Swan can be a positive or a negative event.

Wurtland Elementary compiled questions and strategies to lessen the impact unexpected events would have on the effectiveness of the 2T² Plan.

Question One initiated conversation at Wurtland Elementary of realistic goal setting. The 2012-2013 school year provided baseline data and led to a goal being set to decrease by 20% the number of students entering kindergarten without the necessary school readiness skills.

1. What was the anticipated impact of the 2T² Preschool Transition Plan on the identified problem, students entering kindergarten without the necessary school readiness skills?

Data will reflect decrease in percentage of kindergarten students entering school without the necessary school readiness skills.

Readiness Data:

2009: 73%

2010: 62%

2011: 78%

2012: 98% (Baseline Data)

2013: _____

Year 1 Goal – Decrease Not-Ready by 20%

(Slide 35)

Question Two

Trainer:

Question Two initiated discussion of what could be some anticipated or unforeseen Outcomes, or Black Swans.

Negative Black Swan

1. Preschool budget cuts.

Positive Black Swan

1. Social and Emotional Growth of Preschool Students

(Slide 36)

Question Three

Trainer:

Completion of year one implementation will provide opportunities to reflect and plan changes for the upcoming school year. Throughout implementation, make note of revisions, or suggestions that have been brought so that discussion and decisions can be made.

Slide Information:

What changes are recommended to others planning to use a systemic change approach?

- a.
- b.

(Slide 37)

Question Four

Trainer:

Slide 37 examines internal and external variables that could impact the implementation and continuation of 2T².

Slide Information:

What are anticipated internal and external variables that could impact the implementation and continuation of 2T²?

Internal Variables

Examples:

Personnel Turnover
Student Movement

External Variables

Examples:

Legislative Decisions
Facility Mandates

(Slide 38)

Question Five

Trainer:

Always look for ways to use internal and external variables to your organization's advantage.

Slide Information:

How will we use the internal and external forces to be advantageous for 2T²?

Internal Forces

Professional Development

2T² Mentor Program

External Forces

Provide Data to Legislators

Facility Mandates - Donations

(Slide 39)

Question Six

Trainer:

Minimizing negative impact is possible by examining various scenarios and strategizing how to deal with each situation.

Slide Information:

Which strategies could the internal and external forces negatively impact?

Extra Professional Development – Personnel Turnovers

Facility Mandates - Overcrowding

(Slide 40)

Question Seven

Trainer:

Wurtland Elementary brainstormed ways to deal with negativity from internal and external forces. One idea was to implement a 2T² Mentoring Program strategy. The other strategy was to offer a third option of the 2T² Transition Plan to parents, which would be an evening session.

Slide Information:

How could we deal with the negative impact of the internal and external forces of 2T²?

Professional Development: 2T² Mentoring Program

Facility Mandate: a third option of 2T² offered to parents (Evening Session).

(Slides 41, 42, 43, 44)

Message to Trainer:

(These slides were not used in the first training with those interested in developing a transition plan. However, at the end of the first year of 2T² implementation, these slides were used when the follow-up session “Mind the Gap” was presented.)

(Slide 45)

Discussion/ Wrap-Up

Trainer:

This concludes the presentation, and we now provide an opportunity for questions you may have about our transition plan, 2T²: Tools To Teach Transition?

(Slide 46)

Remember “The 3P’s in the Pod”

Trainer:

Remember the expression of “The 3P’s in the Pod,” to be successful be **P**atient, **P**ersevere, and be **P**ersistent.

2T²: Tools To Teach Transition

Agenda

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3:00p.m. – 3:30p.m. Questions & Wrap-Up

Appendix F

2T² Preschool Transition Plan (Parent) Orientation Training Module



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

- I. 2T² Preschool Transition Plan Power Point
- II. 2T² Preschool Transition Plan Power Point Narrative
- III. Handouts:
 - a. 2T² Preschool Transition Plan Agenda
 - b. School Readiness Check Sheet assessment instrument

2T²: Tools To Teach Transition

Parent Information:

A Preschool Transition Plan



Training Module Prepared By: Barbara Cook

A component of the Educational Leadership Doctoral Program of Morehead State University

Date: Fall 2012

2T² Preschool Transition Plan
Parent Information Training Session

2T² Training Materials

Participant Folders – each participant receives a folder containing:

2T² Training Power Point

Agenda

Handouts

Post-It Notes

Pens, and Markers.

A Message to Workshop Leaders

Education is in an age of accountability and more than ever programs must be in place to ready students for each performance level during their educational journey.

Workshops that detail how programs operate, what is needed to get a program started, and data that reflects program effectiveness are critical to moving our educational system into the 21st Century. Educational institutions strive to ready each student for the global marketplace, readiness that begins at the preschool level.

Parents are integral partners in readying students with college and career readiness skills. Educational institutions must develop programs that actively involve parents, thus increasing each student's academic achievement potential.

The narrative pages contain dialogue that explain individual slides and can be used as discussion prompts. The dialogue is specific to Wurtland Elementary's 2T² Preschool Transition plan.

Welcome

(Slide 1)

Welcome to 2T²

Trainer:

Today's information session is designed to provide parents a step-by-step explanation of Wurtland Elementary's preschool transition plan.

Few, if any, would disagree with the statement, "All Children Deserve a Good Beginning." How to make sure every child has a good beginning is where difficulties arise.

Difficulties encountered by students moving from the preschool environment to the elementary school environment has brought to the forefront transition concerns to be addressed by educators.

Numerous research studies have been conducted since the 1990's in the area of educational transitions. Reported findings include, "The move from preschool to kindergarten is one of the most important moves a child will make. While it is an occasion for new opportunities and challenges, it is often a time of stress when the child and family are encountering new people and unfamiliar places. How educators handle the transition process lays the foundation and sets the tone for future expectations and experiences." (Ramey and Ramey, 1994)

(Slide 2)

Goal

Trainer:

The goal of this training is to provide information and strategies parents can use to prepare an entering preschool child with readiness skills necessary for school success.

(Slide 3)

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11:30a.m. – 12:30p.m. Lunch

12:30p.m. – 2:00p.m. Preschool Transition Manual

2:00p.m. – 2:30p.m. Questions & Wrap-Up

(Slide 4)

Introduction

Trainer:

An important part of understanding 2T² is to provide background of how we came to be where we are today.

(Slide 5, 6, and 7)

Why Change?

Trainer:

Understanding there is a need for change is the first step.

(Slide 8)

Priority Need/Identification of Problem Area

Wurtland Elementary has been following kindergarten readiness data for the past few years. It was revealed that preschool students were entering kindergarten without the necessary school readiness skills. The identification of the preparation gap was the basis for development of Wurtland Elementary's 2T² Preschool Transition Plan.

Wurtland Elementary examined the present preschool program in place, and analyzed school data to determine the priority need for closing achievement gaps. Application of the Action Research Steps guided development of 2T².

The Process of Action Research

1. Identify the problem or area of focus.
2. Review the related research literature.
3. Collect the data.
4. Organize, analyze and interpret the data.
5. Take the action (apply the findings) (Cowan, 2001).

Identification of Priority Need

Trainer:

Data analysis identified the priority need of our school. Analysis of Wurtland Elementary data revealed achievement gaps at each performance level, with the largest achievement gap existing at kindergarten level.

(Slide 9)

2T² Vision

Trainer:

With the priority need identified, it was important to develop a vision for the priority need – What did we want to accomplish?

Trainer:

The 2T² Vision developed by Wurtland Elementary, Everyone Enters Ready, reflected the goal of eliminating the achievement gap of entering preschool students.

(Slide 10)

Review Related Research Literature

Trainer:

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Realistically, finances are the determining factor for most families.

(Slides, 11)

Review of Related Research Literature (cont'd)

Trainer:

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Findings of this study included:

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(Winton, Buysse, & Hamrick, 2006)

(Slide 12)

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(Slide 13)

Review of Related Research Literature (cont'd)

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(U.S. Dept. of Health and Human Resources, 2010)

(Slide 14)

Trainer:

The last early education childcare program examined was the Chicago Child/Parent Centers Initiative.

Research concludes that quality early childhood educational programs provide an advantage needed to lessen achievement gaps, instill a desire to stay in school, and equip students with better decision-making skills.

The purpose of this project was to develop a preschool transition plan early childcare providers could use to ready preschool students with school readiness skills.

(Slide 15)

Why develop a Systemic Transition Plan?

Trainer:

Wurtland Elementary considered potential change obstacles that would cause the preschool transition plan to be unsuccessful. Meshing Head Start and Kentucky preschool regulations, required careful consideration of stakeholders' roles, and the status quo of program operation.

Data analysis reflected the largest achievement gap existed at the kindergarten level.

Wurtland Elementary anticipated development and implementation of a quality transition plan, such as 2T², could eliminate the achievement gap at the beginning of a student's educational journey.

Wurtland Elementary, having a blended preschool program, had to consider operating criteria of the federal program, Head Start, and Kentucky preschool when developing the 2T² plan. This necessitated the development of a systemic mindset in which everyone understands that change affects every part of an organization and an effective plan involves all stakeholders.

(Slide 16)

Transition Questions That You May Have

Trainer:

In order for you to get on board with the 2T² plan, you must understand the concept of transition.

Questions you may have include:

1. What is the transition to kindergarten?
2. Why is the transition to kindergarten important?
3. What can be done to make the transition to kindergarten successful?
4. What are key attributes of a successful transition program?

The following slides provide information that helps one understand transition issues more fully.

(Slide 17)

Question 1: What is transition?

Trainer:

Research described transition as a “process of moving from one situation to another. For most students it is smooth and satisfying, but for others the move is bumpy and frightening when entering kindergarten.

(Slide 18)

Question One (cont'd):

The transition to kindergarten is more than a one-time event. It is a journey that takes time, preparation, and advanced planning.

Transition is also not a “one size fits all” program.

(Slide 19)

Question One (cont'd):

“There are many different groups of people who are affected by the transition process: entering students, the family, early childcare providers, kindergarten teachers, elementary school principal and staff, and the community (Kraft-Sayre, Pianta, 2000).”

(Slide 20)

Question Two: Why is the transition to kindergarten important?

Trainer:

The importance of the transition to kindergarten cannot be overstated. “The transition to kindergarten sets the tone and direction of a child’s school career. It can be a turning point in a child’s life.

Kindergarten is the place in which children make important conclusions about school as a place where they want to be and about themselves as learners.

If no other objectives are accomplished, it is essential that the transition to school occur in such a way that children and families have a positive view of the school, and that children have a feeling of perceived competence as learners (Bailey in Pianta, 1999).”

“A successful transition to kindergarten is seen as a key component of school readiness (Pianta & Kraft-Sayre, 2003).”

(Slide 21)

Question Three: What can be done to make the transition to kindergarten successful?

Trainer:

Examining transition research provided an understanding of what educational organizations needed to have in place to make the transition to kindergarten successful.

(Slide 22, 23)

Question Three (Cont'd):

Trainer:

Information by the Harvard Family Research Project included, “The transition to kindergarten is an ongoing process, therefore the implemented transition plan must be continuous.

The transition plan must meet the needs of individual families because each family is unique. Systematic transition strategies must become a collaboration effort between the home or preschool, the elementary school, and the community to enhance the children’s development.

Research indicates student achievement increases when parents are actively involved in the educational process. Active involvement of parents supports and empowers the family during implementation of the transition plan.”

(Slide 24)

Question Four: What are the guiding principles when developing a successful transition plan?

Trainer:

Slide Information:

Non-negotiables:

1. Connected Collaborative Relationships
2. Continuity of Initiatives

3. Involve Parents in the Transition
4. Individualize Transition Services

(Slide 25)

Parent Involvement

Trainer:

Parent involvement is the one variable that crosses all socioeconomic barriers.

Research reflects:

- * Parental involvement increases students academic achievement on test scores, and grades in the curriculum areas of math, reading, and science.
- * Parental involvement affects non-academic areas of student growth, such as attendance, attitudes toward school, and behavior.

(Slide 26)

Why Develop a 2T² Preschool Transition Manual?

Trainer:

Research says parental involvement increases children's social, and academic learning.

Bailey reports, "Meaningful parent-child interaction during the completion of homework has emerged as a significant variable for improving learning for students."

(Bailey, 2006)

(Slide 27)

Why Develop a 2T² Preschool Transition Manual? (Cont'd)...

Trainer:

Teacher reported difficulties of entering preschool students:

- * Students did not have school readiness skills.
- * Students had difficulty working in group setting or getting along with others.
- * Students had difficulty following directions.

(Slide 28)

2T² Preschool Transition Manual Sections

Trainer:

There are six sections of the manual. Each section will be discussed in the upcoming slides.

- Section One – Introduction
- Section Two – Getting Started
- Section Three – School Readiness
- Section Four – Standards of Learning
- Section Five – Parent Resources
- Section Six – Homework Academy

(Slide 29)

2T² Preschool Transition Manual - Section One

Trainer:

Introduction

This section provides research data for parent involvement, early childcare education and the importance of implementing a transition plan.

Wurtland Elementary data provides an answer to the question, Why 2T²?

(Slide 30)

2T² Preschool Transition Manual - Section Two

Trainer:

Getting Started

This section provides information every parent needs to know to enroll their child in school.

Discuss forms.

Examples:

- * Enrollment Criteria
- * Enrollment Forms
- * Kentucky Dept. of Education Frequently Asked Questions and Answers Sheet

(Slide 31)

2T² Preschool Transition Manual - Section Three

Trainer:
School Readiness Indicators

This section provides school readiness assessment information.

Example:

- * School Readiness Check Sheet Instrument
- * Discussion of the School Readiness Check Sheet Rating Scale used to determine performance level of children.

(Slide 32)

School Readiness Check Sheet Skills

Trainer:

The School Readiness Check Sheet is designed to measure the readiness skills that form the basic building blocks on which in-depth reading and math skills are built. You will find a copy of the School Readiness Check Sheet in your training folder.

For Reading the readiness skills include:

Reading Readiness Skills: letter recognition, upper and lowercase; sight words (a, I, the, and, is, to, it, in, can, we, will, you); application of letter knowledge in written expression.

For Math the readiness skills include:

* Math Readiness Skills: number recognition, 1 thru 10; sequencing, 1-10; shape discrimination.

* Color recognition.

(Slide 33)

2T² Preschool Transition Manual - Section Four

Trainer:

Standards of Learning

This section provides the documents of the adopted learning standards for students and the specific math and reading readiness skills necessary for entering kindergarten students.

Includes:

- * 2T2 Preschool Transition Plan Learning Standards
- * Kentucky Kindergarten Learning Standards Document

* Greenup County Head Start Curriculum Map

(Slide 34)

2T² Preschool Transition Manual - Section Five (Parent Resources)

Trainer:

This section provides resources that parents can use to increase communication effectiveness between home and school.

Examples:

- * Parent/Teacher Conference How-To Sheet
- * Questions I Have Form

(Slide 35)

2T² Preschool Transition Manual - Section Six (Homework Academy)

Trainer:

Homework Academy

* This section provides an organized, step-by step plan for the school year to equip your child with school readiness skills.

*It is a paced plan, following a per week schedule of homework tasks that actively engage both parent and child.

(Slide 36)

Section Six (Cont'd): Homework Contract

Trainer:

* The Homework Contract is a weekly contract between preschool parents and the school.

* Parents use the learning materials provided weekly to reinforce skills needed for kindergarten readiness.

* Parents agree to work with their child 10 minutes, four days per week. Parents sign the Homework Contract and return it to school each Monday.

(Slide 37)

Ten Most Frequently Asked Questions

Trainer:

1. What documents do I need to enroll my child in school?
2. When is the first day of school?
3. What time does the school day begin and end?
4. What do I do if my child has to miss a day of school?
5. May I walk my child to class?
6. May I talk with the teacher during the school day?
7. What is the cost for breakfast and lunch?
8. What if my child's transportation plan changes?
9. Are there restrictions of who may pick up students?
10. May I visit my child's classroom during the school day?

(Slide 38)

What's Next for Parents?

Trainer:

- * Commit to implementing the 2T² Preschool Transition Plan.
- * Attend Make-It-Take-It Teaching Strategy Workshops throughout the school year.

(Slide 39)

2T² Session Wrap-Up

Trainer:

Do You Have Questions About the 2T² Preschool Transition Plan?

(Slide 40)

Thank you

Trainer:

Your attendance today signifies your commitment to helping your child attain the readiness skills necessary to be successful in school, but also in
Life.

Appendix G

Make-It Take-It Training (Parents): Instruction Basics



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

- I. Training One: Instruction Basics
 - a. Agenda
 - b. Alphabet Flash Cards
 - c. Dolch Sight Words Flash Cards
 - d. Number Cards (Ladybugs) (1-20)
 - e. Meet the Sweets Book & Comprehension Questions

2T² Make-It-Take-It Workshop
(Instruction Process)
September 20, 2012



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. Instruction Process
- II. Introduce Skill
 - a. Model Instruction
 - b. Hands-On Activity
- III. Learning Materials
 - a. Children's Book and Comprehension Questions
 - b. Alphabet Cards
 - c. Number Cards
 - d. Sight Words
- IV. Real-life Application of Learning Content
- V. Questions

Appendix H

Make-It Take-It Training (Parents): Learning Styles



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

Training Two: Learning Styles

- I. Agenda
- II. Addition (Plus One)
- III. Dolch Sight Words Flash Cards
- IV. Number Flash Cards (1-20)
- V. Turkey Sight Word Scramble

2T² Make-It-Take-It Workshop
(Learning Styles)
November 15, 2012



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Agenda

- I. Learning Styles Matter
 - a. Use Variety to Address Different Styles
 - b. Model Instruction
 - i. Shaving Cream – Letter Writing
 - ii. Flash Cards – Letters of Alphabet, Numbers
 - iii. Music – Use Songs to Teach Learning Standards
- II. Learning Materials
 - a. Alphabet Songs
 - b. Alphabet/Sight Word Cards
 - c. Number Cards
- III. Real-life Application of Learning Content
- IV. Questions

Appendix I

Make-It Take-It Training (Parents): Learning Games



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

Training Three: Learning Games

- I. Agenda
- II. Sight Words Flash Cards
- III. Number Flash Cards
- IV. Alphabet Flash Cards
- V. Games: Pop!, Scooby-Doo!, Zap!, Yikes!, Snap!(Whyte, 2011)

2T² Make-It-Take-It Workshop
(Learning Format - Games)



2T²: Tools To Teach Transition
Vision
Everyone Enters Ready

Agenda

- I. Learning Games
 - a. Games to Teach Curriculum Content
 - b. Model Game Expectations
 - i. Take Turns
 - ii. Follow Game Rules
 - iii. Good Sportsmanship Looks Like...
- II. Learning Materials
 - a. Alphabet/Number Bingo Cards
 - b. Sight Word Cards
 - c. Games: Pop!, Scooby-Doo!, Zap!, Yikes!, Snap!
- III. Real-life Application of Learning Content
- IV. Questions

Appendix J

2T² Preschool Transition Manual



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

- I. Section One
- II. Section Two
- III. Section Three
- IV. Section Four
- V. Section Five
- VI. Section Six

2T²
(Tools to Teach Transition)

Getting Your Child Ready for Kindergarten

A Preschool Transition Manual



Author: Barbara J. Cook

Welcome!



My name is Barbara Cook.

The goal of this manual is to provide a useful resource parents may use to ready their child for kindergarten.

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What Does The Research Say?	
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Section 3: School Readiness	9
Section 4: Standards of Learning	15
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Section 1:**Introduction**

Implementation of 2T² will provide information for the following questions:

- How does parent involvement impact student achievement?
- How do attending quality early childcare education programs prepare children with school readiness skills?
- Why are transition plans important to student achievement?

Introduction

Parents are their children's first teachers so whom better to help prepare their children for kindergarten. Using 2T², parents equip their children with school readiness skills that allow entry into kindergarten on performance level.

This section provides research data for parent involvement, early childcare education and the importance of implementing a transition plan.

Why 2T² ?

(Tools to Teach Transition)

The first years of a child's life are a critical time for development of the foundational skills and social skills that children need for success in school and life.

Too often, children who enter their kindergarten classroom without these skills start behind and stay behind.

The transition to kindergarten sets the stage for future academic success, but it can be very difficult due to the lack of continuity between preschool and kindergarten programs.

Why 2T² ?

(Tools to Teach Transition)

Wurtland Elementary has entering kindergarten students complete School Readiness Assessments each year. Data analysis reflects many students enter kindergarten without adequate school readiness skills to be successful.

The lack of school readiness skills has a domino effect - impacting each consecutive performance level of a child's educational journey.

The next page gives insight why 2T² is critical to the future success of Wurtland Elementary students.

Wurtland Elementary
Kindergarten Readiness Data

School Year	% Of Students Not Kindergarten Ready
2009 - 2010	73%
2010 - 2011	62%
2011 – 2012	78%
2012 – 2013	98%

The percentage of students entering kindergarten not ready has been above 50% since the 2009-2010 school year. Trend data indicates students entering kindergarten not ready continues to increase.

What Do the Data Say...

Parent Involvement Research Indicates...

“The earlier in a child’s educational process parent involvement begins, the more powerful the effects.”

“The **most** effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.”

“Decades of research show that when parents are involved students have:

- higher grades, test scores, and graduation rates
- better school attendance
- increased motivation, better self-esteem
- lower rates of suspension
- decreased use of drugs and alcohol
- fewer instances of violent behavior.”

“The more intensely parents are involved, the more beneficial the achievement effects.”
(Michigan Department of Education, 2001)

What Do the Data Say...

Early Childcare Education Program Impact Data...

Transition Research Data...

“The move from preschool to kindergarten is one of the most important moves a child will make. While it is an occasion for new opportunities and challenges, it is often a time of stress when the child and family are encountering new people and unfamiliar places. How educators handle the transition process lays the foundation and sets the tone for future expectations and experiences.” (Ramey and Ramey, 1994)

Section 2:

Getting Started

This section provides information every parent needs to know to enroll his or her child in school.

Includes:

- Enrollment Criteria Fact Sheet
- Enrollment Forms

- Kentucky Dept. of Education Frequently Asked Questions and Answers Sheet

Getting Started

Making sure your child is ready for school can seem a daunting task for parents.

Resources, such as this transition manual are available to guide you, making the process less stressful and more enjoyable.

Steps to take are:

- Visit the school where your child will attend.
- Acquire available resources to prepare your child for school.
- Participate in transition activities offered.
- Complete all enrollment criteria.
- Check with the school to make sure enrollment processes are complete.

Wurtland Elementary Enrollment Check Sheet

Place an "X" in each box of Enrollment Criteria as it is completed:

- Legal Birth Certificate or other "reliable proof" of age and identification

- Kentucky Certificate of Immunization

- Preventative Health Care Examination (Physical)

- Eye Examination

- Proof of a Dental Screening or Examination

Kentucky Public School Enrollment Requirements

Published: 10/5/2012

Every year, thousands of parents ask what they must do to enroll their children in Kentucky's public schools. This section answers parents' most frequently asked questions. It is always best to visit your local school and ask these questions directly. Most schools have their enrollment requirements available as a handout for parents. We also encourage parents to visit the school - with their children - prior to the first day of school.

Q. At what age are children required to enter school?

A. In Kentucky, under state law, all children must be enrolled in school between the ages of 6 and 16. Children can enter primary school at age 5, but only if their 5th birthday is on or before October 1 of the current school year. So, a 4-year-old who will turn 5 by October 1 can enroll in primary school.

Because school districts do not receive state funding for children who do not meet the age requirements set forth by law, they generally do not offer early enrollment options to those children. Within the primary program, children may be placed in classrooms based on ability levels, rather than age.

Preschool programs are available for eligible 3- and 4-year-old children as well.

Q. At what age, and using what criteria, are children eligible for the preschool program?

A. Preschool programs are available to 4-year-old children who are "at risk," meaning they are eligible for the federal School Lunch Program. Preschool also is available for 3- and 4-year-old children with disabilities. Enrollment of a child in the preschool program is at the discretion of the parent or legal guardian. For more information about the preschool offerings in your district, or to see if your child is eligible, it is best to contact your local school district directly.

Q. What documentation do I need to provide when registering my child in school?

A. Prior to school attendance, each child shall have on file:

- * a legal birth certificate or other reliable proof* of age and identification
- * a Kentucky certificate of immunization
- * proof of a preventative health care examination conducted within one year prior to initial entry into the school program and another preventative health care examination within one year prior to entry into the 6th grade
- * proof of an eye examination by an optometrist or ophthalmologist, documented on the Kentucky School Eye Exam Form

* proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, advanced registered nurse practitioner or physician assistant, documented on the Kentucky Dental Screening Form (This form must be presented to the school no later than January 1 of the first year that a 5- or 6-year-old child is enrolled.)

KDE guidance indicates that schools are required to enroll students regardless of their immigration status and provide additional enrollment assistance to those students who are "homeless children and youths," individuals who lack a fixed, regular and adequate night-time residence.

*Examples of "other reliable proof:" Types of "other reliable proof" of a student's identity and age may include but not be limited to:

Social Security card; passport; military identification or immigration card; baptismal certificate; copy of the record of baptism – notarized or duly certified and which reflects the date of the student's birth; recording of student's name and birth in a family Bible or other religious text; notarized statement from the parents or another relative or guardian as to the date of the student's birth; prior school record indicating the date of the student's birth; driver's license or learner's permit; adoption record; any religious record authorized by a religious official; affidavit of identity and age; any government document or court record reflecting the date of the student's birth; oral proof when the native language of a parent or guardian is not a written language.

Q. What immunizations are required?

A. For initial entry into school: Hep B; DTaP, DTP or DT; Hib; IPV (or OPV); MMR; Varicella (a second dose of Varicella, or proof of disease, is required for children at least 48 months of age and less than 5 years of age); PCV (required for children up to five years of age).

For 6th-grade entry: Tdap (or TD); MCV or MPSV; and second dose of Varicella (if not already vaccinated with two doses or documentation of proof of disease by healthcare provider).

It is the responsibility of the parent to abide by all state regulations of the Immunization Program for attendance at day care centers, certified family child care homes, other licensed facilities which care for children, preschool programs, and public and private primary and secondary schools. To download the required schedule for immunizations, visit

<http://www.lrc.state.ky.us/kar/902/002/060.htm>

Q. How do I prove my child was immunized?

A. A current immunization certificate must be on file at the school within two weeks of the child's enrollment.

Q. Is an eye exam required?

A. All children between the ages 3 and 6 who are entering public preschool, Head Start or public school for the first time must have an eye examination by an optometrist or ophthalmologist no later than January 1 of the school year.

Q. What are the requirements regarding the preventative health care (physical) examination?

A. Each child needs a preventative health care examination within one year prior to the child's initial admission to school. A second examination is required within one year prior to entry into the 6th grade or initial admission to school. A third examination may be required by policy of the local board of education within one year prior to entry into the 9th grade or initial admission to school.

A cumulative health record is maintained by the school for each pupil entering school. The record will be maintained throughout the pupil's attendance. The record will include the preventative health care examination and screening tests related to growth and development, vision, hearing, and scoliosis, and findings and recommendations of a physician and a dentist.

Students who transfer from out of state also must provide documentation of a preventative health care examination.

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Wurtland Elementary Enrollment Documentation

Prior to school attendance, each child shall have on file:

1. A legal birth certificate or other “reliable proof” of age and identification
(Types of "other reliable proof" of a student's identity and age may include but not be limited to:
Social Security card; passport; military identification or immigration card; baptismal certificate; copy of the record of baptism – notarized or duly certified and which reflects the date of the student’s birth; recording of student’s name and birth in a family Bible or other religious text)
2. A Kentucky certificate of immunization
3. Proof of a preventative health care examination (physical) conducted one year prior to entry into elementary school and another preventative health care examination within one year prior to entry into the 6th grade
4. Proof of an eye examination by an optometrist or ophthalmologist, documented on the Kentucky School Eye Exam Form.
5. Proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, advanced registered nurse practitioner or physician assistant, documented on the Kentucky Dental Screening Form
(This form must be presented to the school no later than January 1 of the first year a 5-or-6-year-old child is enrolled.)

COMMONWEALTH OF KENTUCKY

VS-37

STATE REGISTRAR OF VITAL STATISTICS

(Rev.6/00)

APPLICATION FOR BIRTH CERTIFICATION

Please Print Or Type All Information Required On This Form

Name on Certificate _____

Sex _____

Date of Birth _____ Kentucky County of Birth _____

Mother's Full Maiden Name _____

Father's Name

Hospital

Phone: _____

(Signature of Applicant) _____ (Area Code) (Number)

Relationship To Person Named On Certificate _____

Office Use Only

Vol _____

A \$10.00 fee must accompany this application. Cert _____

KRS 213.141 mandates that \$3.00 of this fee be used toward the prevention of child abuse and that \$1.00 of this fee be used to provide Year _____ coverage for inherited metabolic disease products for uninsured children.

Date _____ Initials _____

The \$10.00 fee cannot be returned if the certificate is not found. If the certificate is on file you will receive one copy. Additional copies are \$10.00 each. Make check or money order payable to **“Kentucky State Treasurer”**.

When complete, mail the entire form to: **Vital Statistics, 275 East Main 1E-A, Frankfort, Kentucky 40621.**

.....
Certified Copies - \$10.00 Each Copy – Number of copies desired _____

Name and Mailing Address Required If you have not received your certificate(s) within 30 working days from the postmarked

_____ date of mailing, please contact the
Office of VITAL STATISTICS at: 502-564-4212

_____ Applicant's Phone _____
(Area Code) (Number)

Web address for forms that could not be downloaded:

Eye Examination Form:

www.Kyeyes.org/docs/Eye%20Exam%20Form.pdf

Dental Screening Form:

www.education.Ky.gov/districts/SHS/Documents/KDESHOO5_DSF.pds

Commonwealth of Kentucky Immunization Certificate EPID-230

www.education.Ky.gov/districts/SHS

Section 3:**School Readiness**

In this section parents gain an understanding of school readiness skills preschool students should attain prior to kindergarten entry by examining the School Readiness Skills Check Sheet that is used to monitor school readiness progress.

Research indicates children's early performance in both academic and social domains are associated with later academic and social outcomes as they make the transition from preschool to kindergarten (Downer and Pianta 2006).

School Readiness Check Sheet

Student: _____ Date: _____

Letter Recognition: Point to each letter and ask student to say its name.

t	H	Q	H	O	B	K
w	C	i	D	u	M	y
f	X	j	p	A	q	S
m	E	P	v	Z	E	J
o	N	r	n	R	l	s
L	A	g	b	k	V	c
x	U	W	T	I	Y	d
G	Z	F				

Can you read these sight words?

a	I	and	is
the	you	will	to
it	in	can	we

Words Read: _____

Recognizing Numbers and Number Words:

Number	Number Word	Beg.	Mid.	End
3	Three			
10	Ten			
6	Six			
1	One			
5	Five			
7	Seven			
2	Two			
9	Nine			
4	Four			
8	Eight			


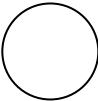



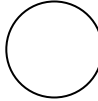
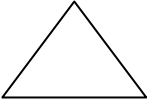
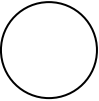
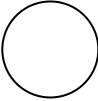






Number Identified: _____

Fill in the missing numbers:

1		3	4	
6			9	

Score: ____

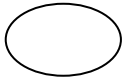
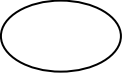
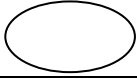
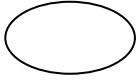

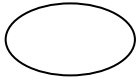
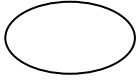


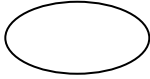
Look at each row of shapes and color the shapes that are alike:

Writing: First Name

Last Name

I Know My Colors:

Color		Beg.	Mid.	End
Red				
Pink				
Blue				
Purple				
Black				
Orange				
White				
Yellow				
Brown				
Green				

The following rating scale provides an explanation of the school readiness skill level of your child at the completion of the assessment.

School Readiness Check Sheet Rating Scale

Rating: Adequate	Percentage Score Range: 80 - 100
Description: An Adequate Rating means a student has the necessary school readiness skills for kindergarten success.	
Rating: Marginal	Percentage Score Range: 70 - 79
Description: A Marginal Rating means a student is likely to require additional one-on-one instruction in the beginning.	
Rating: Low	Percentage Score Range: 60 - 69
Description: A Low Rating means a student is likely to require intensive one-on-one instruction for a period of time determined by student progress.	
Rating: Not Ready	Percentage Score Range: 59 or Below
Description: A Not Ready Rating means a student is likely to require RTI services or specially designed services to acquire the school readiness level as same-age-peers.	

Section 4:
Standards of Learning

This section provides documents of the adopted learning standards for preschool and kindergarten students. Preschool parents can examine these documents to gain an understanding of the learning expectations for their preschool child to prepare them with the necessary school readiness skills.

Includes:

- 2T² Preschool Transition Plan Learning Standards for Reading/Language Arts and Math
- Greenup County Preschool Curriculum Map

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1a. Follow words from left to right, top to bottom, and page-by-page.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that words on a page progress: <ul style="list-style-type: none"> • from left to right and • from top to bottom 		Follow: <ul style="list-style-type: none"> • words from left to right • words top to bottom • words page by page 	

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1b. Recognize that spoken words are represented in written language by specific letters.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> spoken words are represented in written language by specific sequences of letters 			

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1c. Understand that words are separated by spaces in print.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> Recognize that words are separated by spaces in print. 			

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1d. Recognize and name all upper and lowercase letters of the alphabet.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standards.

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> • And name all upper and lowercase letters of the alphabet. 		Name all upper and lowercase letters of the alphabet.	

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print

Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF.2a. Recognize and produce rhyming words.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize rhyming words.		Produce rhyming words.	

Reading Standard: Foundation

RF: Demonstrate understanding of spoken words, syllables, and sounds.

Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF.2e. Add or substitute individual sounds in simple, one-syllable words to make new words.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize rhyming words: <ul style="list-style-type: none"> • short vowel sounds • initial sounds • ending sounds 		Substitute individual sounds in simple one syllable words to make new words	

Reading Standard: Foundation

RF: Know and apply grade-level phonics and word analysis skills in decoding words.
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Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 3
Standard: RF.3a: Demonstrate basic knowledge of one-to-one letter – sound correspondences by producing the primary or many of the most frequent sound for each consonant.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize one-to-one letter correspondence for each consonant	Distinguish the differing sounds of consonants	Say the sound that corresponds to the consonant.	

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Reading Standard: Foundation

RF: Know and apply grade-level phonics and word analysis skills in decoding words.
--

Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 3
Standard: RF.3c: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Read high-frequency sight words		Read high-frequency sight words.	

RF: Read emergent-reader texts with purpose and understanding.			
Reading Strand: Foundation Skills	Cluster: Fluency	Grade: K- Readiness	Standard #: 4
Standard: RF.4. Read emergent-reader texts with purpose and understanding.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundation skills for Reading Standards 1-3 Recognize that there are different purposes for reading emergent-reader texts .	Apply Foundational Skills reflected in Reading Standards 1-3 Determine the purpose for reading emergent-reader texts	Read emergent texts: <ul style="list-style-type: none"> • with purpose • for understanding 	

Reading Standard: Informational Text

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Reading Strand: Informational Text	Cluster: Craft and Structure	Grade: K- Readiness	Standard #: 5
Standard: RI.5: Identify the front cover, back cover, and title page of a book.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
. Identify: -front cover -back cover -title page			

Reading Standard: Informational Text

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Reading Strand: Informational Text	Cluster: Craft and Structure	Grade: K- Readiness	Standard #: 6
Standard: RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: -name the author -name the illustrator -define what an author does -define what an illustrator does			

Reading Standard: Informational Text

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Reading Strand: Informational Text	Cluster: Range of Reading and Text Complexity	Grade: K- Readiness	Standard #: 10
Standard: RI.10: Actively engage in group reading activities with purpose and understanding.			
Type: <u> X </u> Knowledge <u> X </u> Reasoning <u> ___ </u> Performance Skill <u> ___ </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
Actively engage in group reading activities: -ask and answer questions about details, identify the main topic, and retell key details identify front and back cover; title; name the author and illustrator; identify the role of each in presenting the information in text.	Actively engage in group reading activities: -ask and answer questions about details, identify the main topic, and retell key details -identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text.		

Reading Standard: Literature

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Reading Strand: Literature	Cluster: Key Ideas and Details	Grade: K Readiness	Standard #: 3
Standard: RI.3. With prompting and support, identify characters, settings, and major events in a story.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
With prompting and support: Define: -character -setting -major events Identify the -character(s) -setting -major events of a story			

Reading Standard: Literature

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Reading Strand: Literature	Cluster: Key Ideas and Details	Grade: K- Readiness	Standard #: 1
Standard: RL.1 With prompting and support, ask and answer questions about key details in a text.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
With prompting and support: *identify key details in a text *ask questions about key details *answer questions about key details			

Reading Standard: Literature

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Reading Strand: Literature	Cluster: Craft and Structure	Grade: K Readiness	Standard #: 5
Standard: RI.5: Recognize common types of texts (e.g., storybooks, poems)			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize common types of text such as: -story books -poems			

Reading Standard: Literature

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Reading Strand: Literature	Cluster: Craft and structure	Grade: K Readiness	Standard #: 6
Standard: RL6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: -name the author -name the illustrator -define what an author does -define what an illustrator does			

Reading Standard: Literature

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Reading Strand: Literature	Cluster: Integration of Knowledge and Ideas	Grade: K Readiness	Standard #: 7
Standard: RL.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify illustrations Know how to describe	With prompting and support: -describe a moment in the story using the illustrations that depict it. -describe how the illustrations and story are related as they appear.		

Reading Standard: Speaking and Listening

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Reading Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: K- Readiness	Standard #: 1
Standard: SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify ideas from kindergarten topics and texts. Identify agreed-upon rules for discussion Recognize how others listen Recognize how others move conversations along	Decide comments and questions appropriate to the topic of discussion Observe if agreed-upon rules are being followed	Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion Listen while others are speaking Listen and respond to continue conversations with peers and adults	

Reading Standard: Speaking and Listening

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Reading Strand: Speaking & Listening	Cluster: Comprehension and Collaboration	Grade: K Readiness	Standard #: 5
Standard: SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that asking questions is an appropriate strategy to further understanding -Identify questions Identify answers Identify situations in which: -help is needed -information is needed -clarification is necessary	Formulate appropriate questions to seek: -help -information -clarification	Ask questions to: -seek help -get information -clarify something that is not understood Answer questions in order to: -seek help -get information -clarify something that is not understood	

Math Standard: Counting and Cardinality

CCM: Know number names and the count sequence			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 1
Standard: 1a. Count (verbal sequence only) to 20 by ones starting at 1.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Count (verbal sequence only) to 20 by ones starting at 1.			

Math Standard: Counting and Cardinality

CCM: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 3
Standard: 3a. Write numerals 0 to 20.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Write numerals 0 to 20.			

Math Standard: Counting and Cardinality

CCM: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 3
Standard: 3b. Write the number that represents a given number of objects from 0-20.			
Type: <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
	Write the number that represents a given number of objects from 0 to 20.		

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4a. Match each object with one and only one number name and each number with one and only one object.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Match each object with one and only one number name and each number with one and only one object. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4b. Realize that the last number name said tells the number of objects counted.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Match each object with one and only one number name and each number with one and only one object. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted. Realize that the last number name said tells the number of objects counted.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4c. Understand that each successive number name refers to a quantity that is one larger.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Realize that the last number name said tells the number of objects counted. Generalizes that each successive number name refers to a quantity that is one larger.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 5
Standard: 5a. Count to answer “how many?” questions, using manipulative arranged in a rectangular array, circle, or as many as 10 things in a scattered configuration.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Count up to 20 objects that have been arranged in a line, rectangular array, or circle.	Match each object with one and only one number name and each number with one and only one object Conclude that the last number of the counted sequence signifies the quantity of the counted collection.	Given a number from 1-20, count out that many objects.	

Math Standard: Counting and Cardinality

CCM: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 5
Standard: 5b. Given a number from 1-20, count out that many objects.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Count up to 20 objects that have been arranged in a line, rectangular array, or circle. Count as many as 10 items in a scattered configuration.	Match each object with one and only one number name and each number with one and only one object. Conclude that the last number of the counted sequence signifies the quantity of the counted collection.	Given a number from 1-20, count out that many objects.	

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or

equal to the number of objects in another group, e.g., by using matching and counting strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6a. Identify whether the number of objects in one group is greater than the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than another group of objects.		

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting

strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6b. Identify whether the number of objects in one group is less than the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than or equal to another group of 10 or fewer objects.		

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or

equal to the number of objects in another group, e.g., by using matching and counting strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6c. Identify whether the number of objects in one group is equal to the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects.		

Math Standard: Counting and Cardinality

CCM: Compare two numbers between 1 and 10 presented as written numerals.
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Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 7
Standard: 7: Compare two numbers between 1 and 10 presented as written numerals.			
Type: <u> X </u> Knowledge <u> X </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin **the** standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know the quantity of each numeral.	Determine whether a written number is greater than, less than, or equal to another written number.		

Math Standard: Geometry

CCM: Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons,

Cubes, Cones, Cylinders, and Spheres)			
Math Strand: Geometry	Cluster: Identify & Describe Shapes	Grade: K-Readiness	Standard #: 1
Standard: 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
Type: <u> X </u> Knowledge <u> X </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe positions such as above, below, beside, in front of, behind, and next to.	Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words.		

Math Standard: Geometry

CCM: Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)

Math Strand: Geometry	Cluster: Identify & Describe Shapes	Grade: K-Readiness	Standard #: 2
Standard: 2. Correctly name shapes regardless of their orientations or overall size.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know that size does not affect the name of the shape.			

Math Standard: Geometry

CCM: Analyze, Compare, Create, and Compose Shapes			
Math Strand:	Cluster: Analyze,	Grade: K-	Standard #: 5

Geometry	Compare, Create, & Compose Shapes	Readiness	
Standard: 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input checked="" type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize and identify (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)</p> <p>Identify shapes in the real world.</p>	<p>Analyze the attributes of real world objects to identify shapes.</p>		<p>Construct shapes from components (e.g. sticks and clay balls)</p> <p>Draw shapes</p>

Math Standard: Geometry

CCM: Analyze, Compare, Create, and Compose Shapes			
Math Strand:	Cluster: Analyze,	Grade: K-	Standard #: 6

Geometry	Compare, Create, & Compose Shapes	Readiness	
Standard: 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles to make a rectangle?”			
Type: <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Identify simple shapes (squares, triangles, rectangles, hexagons)	Analyze how to put simple shapes together to compose a new or larger shape.	Compose a new or larger shape using more than one simple shape.	

Math Standard: Measurement and Data

CCM: Describe and Compare measurable attributes

Math Strand: Measurement & Data	Cluster: Describe and Compare Measurable Attributes	Grade: K- Readiness	Standard #: 1
Standard: 1. Describe measurable attributes of objects, such as length, or weight. Describe several measurable attributes of a single object.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Know that objects have measurable attributes and know what they are called, such as length and weight.</p> <p>Describe an object by using attributes such as: width, height, length, weight, etc.</p> <p>Describe more than one measurable attribute of a single object.</p>			

Math Standard: Measurement and Data

CCM: Describe and Compare measurable attributes			
Math Strand:	Cluster: Describe and	Grade: K-	Standard #: 2

Measurement & Data	Compare Measurable Attributes	Readiness	
Standard: 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the differences. For example, directly compare the heights of two children and describe one child as taller/shorter.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin **the** standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
<p>Know the meaning of the following words: more/less, taller/shorter, etc.</p> <p>Know that two objects can be compared using a particular attribute.</p>	<p>Compare two objects and determine which has more and which has less of the measurable attribute to describe the difference.</p>		

Math Standard: Measurement and Data

CCM: Classify Objects and Count the Number of Objects in Each Category			
Math Strand:	Cluster: Classify	Grade: K-	Standard #: 3

Measurement & Data	Objects/Count the Number of Objects in Each Category	Readiness	
Standard: 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Recognize non-measurable attributes such as shape, color	Classify objects into categories by particular attributes.	Count objects in a given group,	
Recognize measurable attributes such as length, weight, height		Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten).	
Know what classify means			
Know what sorting means			
Know that a category is the group that an object belongs to according to a particular, selected attribute.			
Understand one to one correspondence with ten or less objects.			

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Math Strand: Operations and Algebraic Thinking	Cluster: Understand addition & subtraction	Grade: K-Readiness	Standard #: 1
Standard: 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know adding is putting together parts to make the whole.	Analyze addition or subtraction problem to determine whether to 'put together' or 'take apart.'	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations in multiple ways, e.g., $2+3=5$, $5=2+3$	
Know subtracting is taking apart of taking away from the whole to find the other part.			
Know the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting.	Model an addition/ subtraction problem given a real-life story.		

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand:	Cluster: Understand	Grade: K-	Standard #: 1

Operations and Algebraic Thinking	addition & subtraction	Readiness	
Standard: 2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem.)			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Add and subtract within 10	<p>Solve addition and subtraction word problems within 10.</p> <p>Use objects/drawings to represent an addition and subtraction word problem.</p>	Use objects/drawings to represent an addition and subtraction word problem, then solve.	

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand:	Cluster: Understand	Grade: K-	Standard #: 1

Operations and Algebraic Thinking	addition & subtraction	Readiness	
Standard: 3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g. by using objects or drawings, and record each decomposition by a drawing or equation (e.g. $5 = 2 + 3$ and $5 = 4 + 1$.)			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Solve addition number sentences within 10.	Decompose numbers less than or equal to 10 in pairs in more than one way. Use objects or drawings, then record each composition by a drawing or writing an equation.		

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand: Operations and	Cluster: Understand addition & subtraction	Grade: K-Readiness	Standard #: 1

Algebraic Thinking			
Standard: 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g. by using objects or drawings, and record the answer with a drawing or equation.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know that two numbers can be added together to make ten	Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, equations, or Representations.		

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand: Operations and	Cluster: Understand addition & subtraction	Grade: K-Readiness	Standard #: 1

Algebraic Thinking			
Standard: 5. Fluently add and subtract within 5.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Fluently with speed and accuracy add and subtract within 5.			

Appendix O Greenup County Preschool Curriculum (Week 1)	
Core Content 4.1 Common Core Standards	I Can Statements
WEEK 1- <u>GOLD Obj</u> : 1a, 1b, 1c, 2a, 3c, 6,	I can follow rules, routines, and

<p>7a, 8a, 8b, 10a, 11a, 17a, 29, 33, 34</p> <p><i>KY Early Childhood Benchmarks</i>-Arts 1.1.1, 1.4.1, Language Arts-1.1.2, 2.1.1, 2.1.2, 3.1.3, 4.3..1, Health/Mental Wellness-1.1.2, Math 1.1.1, 1.1.3, Physical Education 1.1.2, 1.4.1, Science 1.1.1, Social Studies 1.4.1, 1.4.3</p> <p><i>Head Start Framework</i>-Language Development 1.2.1; Literacy 2.2.1; Math 3.1.1; Science 4.2.2; Creative Arts 5.1.2, 5.2.1; Social 6.1.1, 6.2.1, 6.4.1, Approaches to Learning 7.1.1; Physical 8.1.1, 8.2.1, 8.3.3</p> <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p>	<p>procedures.</p> <p>I can recognize my first name.</p> <p>I can put materials in proper locations.</p> <p>I can learn how to use the centers and the materials in the classroom.</p> <p>I can follow basic bus safety and pedestrian safety rules.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Learning Rocks Welcome</p>	<p>school, teacher, friend, classmate, principal, janitor, nurse, safety, rules</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples</p>	<p>United Streaming GOLD Teaching Strategies</p>
<p>Suggested Activities</p>	
<p>*Discuss Circle Time Rules (with Visual) Eye Watching, Ears Listening, Lips Waiting, Hands (body) Ready</p> <p>* Discuss Centers and Center Procedures: Say the rules out loud as you point to them on the chart. Take an object from each center-a block from the block center, a dress form the dramatic play center, a puzzle from the math & manipulative center, etc. Place the objects on circle time rug and ask the students to direct you to the "home" of each object; walk around the room, pretending to put the item in the wrong home.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Appendix O Greenup County Preschool Curriculum (Week 2)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p><u>GOLD Obj:</u> 1a, 1b, 1c, 2d, 4, 6, 7a, 7b, 8b, 9b, 10a, 11a, 17a, 20a, 21a, 28, 29, 33, 34 <u>KY Early Childhood Standards:</u> Arts-1.2.1, 1.3.1 Language Arts 1.2.2, 2.1.2, 4.2.1; Health-1.1.4, 1.2.1, 1.2.2 Math-1.1.1, 1.1.2; Physical-1.1.4 1.4.2, Science-1.1.1; Social Studies-1.4.1, 1.6.2 <u>Head Start Framework-Language-1.1.2;</u> <u>Literacy-2.2.2, 2.4.3; Math-3.1.1; Science-4.2.2; Arts-5.1.2, 5.2.1; Social-6.2.1, 6.3.1, 6.4.1, 6.5.1; Approaches to Learning-7.1.1; Physical-8.1.1, 8.2.2, 8.3.2</u></p> <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p>	<p>I can do it.</p> <p>I can name my school.</p> <p>I can identify my classmates by name.</p> <p>I can name my teacher.</p> <p>I can follow simple directions.</p> <p>I can take care take of my own personal needs.</p> <p>I can demonstrate self –confidence</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Learning Rocks Let’s Get Acquainted</p>	
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Teacher Observations Summative: Design of Authentic Products Anecdotal Notes GOLD Common: Dial-4</p>	<p>United Streaming GOLD Teaching Strategies</p>
<p>Suggested Activities</p>	
<p>*Introduce ‘I can do it’ board. Explain the board shows different things we can do and that we will add our names to the different sections of the board to display that ‘we can do it.’ Explain that we will add to and remove pages from the board as we learn new things. *During morning meeting, play the ‘I Can Do It’ video by David Kisor. Place the CD (I Can Do It) in the listening/music center for free choice. At the beginning of each circle time, for the next several weeks, play the I Can Do It song and perform hand movements with the song.</p>	

<p>Appendix O Greenup County Preschool Curriculum (Week 3)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p>Week 3: Gold Obj: 1c, 2c, 3a, 6, 7a, 8a, 9d, 11b, 14b, 16a, 18a, 20a, 21b, 26, 29, 35 <u>Kentucky Early Childhood Benchmarks</u>-Arts-1.1.2, 1.4.1; Language Arts-1.2.2, 1.3.2, 2.2.2, 3.1.1; Health-1.1.2, 1.2.4, 1.2.1, 1.4.5 Math-1.2.1, 1.2.6, 1.3.1; Physical Education 1.1.4, 1.4.1; Science 1.1.2; Social Studies 1.1.1, 1.2.1, 1.4.4 <u>Head Start Outcomes</u>: Language-1.1.2, 1.2.1, Literacy-2.3.1, 2.4.2, Math-3.1.1, 3.2.1, Science-4.1.1, Arts-5.1.1, 5.2.1 Social-6.1.2, 6.2.1, 6.3.1, 6.4.1, Approaches to Learning-7.1.2, 7.2.1, Physical-8.1.1, 8.2.1, 8.3.2 IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p>	<p>I can do it.</p> <p>I can take care take of my own personal needs</p> <p>I can spell my name.</p> <p>I can write lines, letters, or letter like forms.</p> <p>I can make predictions.</p> <p>I can follow basic safety rules.</p> <p>I can identify colors.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Get on Board the Safety Train: Fire Safety, Recognizing Emergencies, 911</p>	<p>safety, road, street, police, fire drill, tornado, earthquake, hazard, 911</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations, Work Samples Summative: Work Samples, Portfolio Common: GOLD, Anecdotal Notes</p>	<p>Web United Streaming Safety Drill Visuals and Books</p>
<p>Suggested Activities</p>	
<p>Fire Safety Activities: ...Stop, Drop, and Roll...calling 9-1-1...Fire Safety at home/school *Introduce word wall: Discuss what the word wall is and how we can use the wall when writing or during learning activities. Allow students to add their names to the word wall and add selected vocabulary to the word wall as well.</p>	

<p>Greenup County Preschool Curriculum (Week 4)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p>WEEK 4-<i>GOLD Obj</i>: 2d, 4, 7b, 8b, 9c, 10b, 11b, 11c, 15a, n 16a, 18a, 19a, 20a, 20b, 22, 25, 26, 28, 29, 30, 31, 32, 33, 36 <i>Kentucky Early Childhood Benchmarks-</i> Arts-1.1.2, 1.1.3, 1.2.3, 1.4.1 Language Arts 1.3.3, 2.2.2, 3.1.3, 4.2.3, 4.3.3, Health and Mental Wellness 1.1.1, 1.4.2, Math 1.2.1, 1.2.3, 1.2.6, Physical Education 1.3.2, 1.4.2, Science 1.1.1, Social Studies 1.2.1, 1.5.1, 1.5.3, 1.6.1 Head Start Outcomes: Language-1.2.2; Literacy-2.1.1, 2.4.1, 2.5.1, Math-3.1.1, 3.2.2; Science-4.1.1, Arts-5.1.1, 5.4.1, Social-6.1.2, 6.5.1, 6.5.2; Approaches to Learning- 7.1.2, 7.2.1; Physical-8.1.2, 8.2.2, 8.3.3</p>	<p>I can recognize similarities and differences. I can tell you what is the same. I can tell you what is different. I can (route) count to five. I can recognize some letters. I can recognize some numbers. I can tell you if I am a boy or girl. I can write my name.</p>
Identify Sub-Topics	Critical Vocabulary
All About Me	favorite, like, dislike, same, different, similar, unique, special, colors
Balanced Assessment	Resources
Formative: Teacher Observations Work Samples	United Streaming Web Bean Bags
Suggested Activities	
<p>* Read the Box of Crayons & We are Alike and Different * Student sing-in book: Start student sign-in book this week and continue throughout the year. Students sign-in as they arrive or at another set time in the day. Initially, have students' first name on the top of their sign-in page or have their name written in highlighter so they can trace their name. Activity is easily modifiable for specific student needs. As students progress, remove visual cues and add or switch to writing last name. *Children create drawings or art projects depicting themselves. Display creations with family photos that children brought in during first week of school. *Identify and discuss 'I Can Do It' statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 5)	
Core Content 4.1 Common Core Standards	I Can Statements

<p>WEEK 5-GOLD Obj: 2d, 6, 9d, 10a, 11c, 12b, 13, 15a, 16a, 21a, 22, 23, 25, 28, 29, 31, 32, 33, 36</p> <p><u>Kentucky Early Childhood Standards- Arts</u> 1.1.2, 1.2.3, 1.4.1 Language Arts 1.3.3, 2.2.2, 3.1.1, 3.5.1, 4.3.1, Mental Health 1.2.5, 1.3.1, Math 1.1.2, 1.2.2, 1.4.1, Physical Education 1.2.1, 1.4.3 Science 1.4.1 Social Studies 1.2.3, 1.5.1, 1.5.2, 1.5.3, 1.6.4</p> <p><u>Head Start Outcomes:</u>Language-1.2.3, Literacy-2.1.1, 2.4.1, Math-3.1.3, Science-4.2.2, Arts- 5.1.1, 5.2.2, Social-6.1.1, 6.5.2, 6.5.4, Approaches to Learning-8.1.2, 8.2.3, 8.3.3</p>	<p>I can tell you my address.</p> <p>I can compare and contrast.</p> <p>I can demonstrate body (spatial) awareness.</p> <p>I can compare sizes.</p> <p>I can recognize my place in family structure.</p> <p>I can count to five.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Learning Rocks: More About Me and My Family</p>	<p>family, sibling, brother, sister, infant, baby, house, apartment, trailer, mobile home, pet, roles</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations, Work Samples Summative: Design of Authentic Products Common: Anecdotal Notes</p>	<p>United Streaming Jack Hartman CD (We Are Family) Web Visual Aids</p>
<p>Suggested Activities</p>	
<p>*Simon Says using body parts * Bring in a picture of your family. Show it to your class. Talk about who your family members are. Explain that every family looks different. Encourage students to share who is in their family. *Song We Are Family (Jack Hartman) * Show Families PowerPoint from http://kinderfriends.com/powerpoints.html *Game-pass the ball to music when the music stops they tell where they live</p>	

<p>Greenup County Preschool Curriculum (Week 6)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p><u>GOLD Obj:</u> 1c, 2b, 3a, 4, 9b, 11e, 12b, 13, 14a, 15a, 16a, 16b, 17b, 18b, 19a, 20b, 21a, 24, 30, 33, 34, 36</p> <p><u>Kentucky Early Childhood Standards-Arts</u> 1.1.2, 1.4.1, Language Arts 1.2.4, 2.1.4, 2.2.2, 3.4.2, 3.6.1, Health 1.4.2, Math 1.1.5, 1.2.4, 1.3.2, 1.4.5 Physical Education 1.1.4, 1.2.1, 1.4.4, Science 1.2.1, Social Studies 1.2.2, 1.3.3, 1.4.1, 1.6.5</p> <p><u>Head Start Outcomes:</u> Language 1.1.3, Literacy-2.1.2, 2.2.2, 2.4.2, 2.5.1, Math-3.1.2, 3.2.1, 3.3.2, Science-4.1.2, Arts-5.2.3, Social-6.5.2, 6.5.3, Approaches to Learning-7.3.1, Physical-8.1.2, 8.2.3, 8.3.3</p>	<p>I can write my name.</p> <p>I can tell you my address.</p> <p>I can notice beginning letters in words.</p> <p>I can identify community helpers.</p> <p>I can explain what community helpers are.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Community Helpers</p>	<p>fire, flame, firefighter, officer, badge, dentist, floss, doctor, nurse, stethoscope, money, goods, services, job, occupation, career</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations, Work Samples</p> <p>Summative: Design of Authentic Products Portfolio</p> <p>Common: Anecdotal Notes</p>	<p>United Streaming Book Every Smile Counts Web Play Money</p>
<p>Suggested Activities</p>	
<p>*Field Trips to community locations (fire station, police station, grocery store...) *Invite community helpers to come in and visit or share their role in helping the community. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 7)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>Gold Obj: 7a, 7b, 8b, 9a, 11c, 11d, 12a, 12b, 13, 15a, 16a, 19b, 22, 23, 24, 26, 28,</p>	<p>I can identify colors.</p>

<p>33 <u>KY EC Standards-</u> Arts- 1.1.1, Language 3.2.1, 3.4.1, 3.5.1, Health-1.3.1, 1.4.2, Math-1.1.3, 1.2.7, 1.3.2, Physical-1.4.3, Science-1.1.2, 1.2.2, 1.3.1, 1.5.2 <u>Head Start Outcomes:</u> Literacy-2.4.1, 2.5.2, Math-3.1.5, 3.2.1, 3.2.4, 3.3.2, Science-4.1.3, 4.2.1, 5.2.3, Social-6.1.2, 6.2.3, Approaches to Learning- 7.1.4, Physical-8.2.3, 8.3.2</p>	<p>I can sort based on color. I can use a variety of materials to create 3-D art. I can label pictures using letter like forms or scribbles. I can tell you my address. I can identify some numbers.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Learning Rocks Welcome</p>	<p>colors, blue, red, green, yellow, hue, mix, combine</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations, Work Samples Summative: Design of Authentic Products Portfolio Common: Anecdotal Notes</p>	<p>Deck of UNO Cards United Streaming Web Old Magazines Paper Plates Gummy Bears</p>
<p>Suggested Activities</p>	
<p>*Show I See Colors PowerPoint from http://science.pppst.com/colorspectrum.htm * Gummy Bear Sorting. Draw lines on a paper plate to make sections for sorting. Color Hunt (Transition to or from Circle)-Ask children to find an item that is a specific color and to bring it to the circle rug...(sort, count, describe items) * Have children search through magazines for specific color pictures, and glue them onto construction paper. *Card Game: Play color/number ‘go fish’...Use 2 of each number and color from a set of UNO cards...Game procedures similar to ‘go fish’...children must identify color and number when asking another player if they have the match...Game is easily modified for different skill/ability levels</p>	

<p>Greenup County Preschool Curriculum (Week 8)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj: 1b, 5, 6, 7a, 7b, 8b, 9a, 11c, 12a, 21a, 21b, 22, 23, 24, 25, 28</p>	<p>I can recognize basic shapes.</p>

<p><u>KY EC Standards</u>-Arts 1.1.1, LA-2.1.2, 3.2.1, Health 1.4.2, Math 1.2.1, 1.2.2, 1.2.4, 1.3.2, PE- 1.3.2, Science 1.4.1, Social Studies 1.2.1</p> <p><u>Head Start Outcomes</u>- Literacy 2.3.1, 2.5.1, Math 3.2.1, 3.2.3, 3.3.2, Science 4.1.2, Social 6.3.2, Approaches to Learning 7.1.4, Physical 8.1.1, 8.2.2</p>	<p>I can identify and find basic shapes in my environment.</p> <p>I can sort based on shape.</p> <p>I can create and duplicate shapes.</p> <p>I can tell you my address.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Look at the Shape I'm In: Square, Rectangle, Triangle, Circle,</p>	<p>shapes, circle, square, rectangle, triangle</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples</p>	<p>Web Old Magazines Blocks Jack Hartman CD Math All Around Me Poster Board to make shapes</p>
<p>Suggested Activities</p>	
<p>Shape People & Poems: Cindy Circle: Visual (Person made from all circles)-I am Cindy Circle. Watch me turn Round and round and you will learn I'm not straight and I don't bend. My outside edges never end. Sammy Square: Visual (Person made from all Squares) Sammy Square is my name. My four sides are just the same. Turn me around, I don't care. I'm always the same. I'm a square Ricky Rectangle: Visual (Person made from all Rectangles) -Ricky Rectangle is my name. My four sides are not the same. Two are short and two are long. Count my sides. Come along---- one, two, three, four. Tommy Triangle: Visual (Person made from all Triangles) Tommy Triangle is the name for me. Count my sides---there's one, two, three. *Have students make shapes in air.</p>	

<p>Greenup County Preschool Curriculum (Week 9)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj: 2b, 2c, 3b, 4, 5, 6, 7a, 7b, 8a, 8b, 9a, 9c, 10a, 11a, 11b, 11d, 12a, 12b, 13,</p>	<p>I can identify rhymes.</p>

<p>14b, 15a, 15b, 15c, 16b, 17a, 17b, 18a, 18b, 20a, 21a, 23, 25, 26, 28, 33, 34, 35, 36 <u>KY EC Standards-Art</u> -1.1.2, 1.2.3, 1.4.1; <u>Languages</u>-2.1.1, 2.1.2, 3.1.3, 3.4.1, 3.4.3, 3.6.2, 4.3.2, 4.3.5; <u>Health</u>-1.2.1, 1.2.2, 1.2.5, 1.3.2, 1.3.3; <u>Math</u>-1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7, 1.3.2, 1.4.5; <u>Physical</u>-1.1.1, 1.1.4; <u>Science</u> 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.4.1, 1.4.2, 1.5.3; <u>SocialStudies</u>-1.1.1, 1.17, 1.2, 1.2.2, 1.4.4, 1.6.1, 1.6.2, 1.6.3 <u>Head Start Outcomes:</u> <u>Language</u>-1.1, 1.2, 1.2.3 <u>Literacy</u>-2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.4.2, 2.4.3, 2.4.4 <u>Mathematics</u>-3.1.1, 3.1.4, 3.2.1, 3.2.4, 3.2.5, <u>Science</u>-4.2.5 <u>Arts</u>-5.1.1, 5.2.2, 5.2.1, 5.3.1, 5.4.1 <u>Social</u>-6.2.1, 6.2.2 <u>ApproachesToLearning</u>-7.1.4, 7.3.1, 7.3.3 <u>Physical</u>-8.1.1, 8.2.1, 8.2.3</p>	<p>I can recite basic rhymes. I can notice rhyming patterns. I can play with words, sounds, and rhymes. I can invent rhymes.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Mother Goose on the Loose Humpty Dumpty & Little Miss Muffet</p>	<p>egg, broken, crown, pail, rhyme, Tuffett, curds, whey, pattern, syllables</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples Summative: Design of Authentic Products Common Anecdotal Notes GOLD</p>	<p>Eggs (plastic, fresh eggs, boiled eggs) Milk Vinegar Story (Character) Puppets</p>
<p>Suggested Activities</p>	
<p>*Humpty Dumpty: Show and discuss all of the Humpty Dumpty books and posters that you can find. Create a Venn Diagram about likes and differences. Discuss Humpty Dumpty, he is an egg and eggs break if they are not handled carefully. Ask the students, "Where is Humpty Dumpty, and is it a safe place for him to be? Complete Humpty Dumpty web (why, who, what, where) Ask what would have happened if Humpty fell in water or a different soft material when he fell off the wall. *Little Miss Muffet: Children use vinegar and milk to create curds and whey. Children make observations, predictions, and analyze results. After, students sample cottage cheese and create graphic organizer writing their names under columns listed (I like curds</p>	

and whey, I do not like curds and why, and Not Yet (for students undecided).
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Greenup County Preschool Curriculum (Week 10)	
Core Content 4.1 Common Core Standards	I Can Statements
GOLD Obj: 2b, 2c, 3b, 4, 5, 6, 7a, 7b, 8a, 8b, 9a, 9c, 10a, 11a, 11b, 11d, 12a, 12b, 13, 14b, 15a, 15b, 15c, 16b, 17a, 17b, 18a, 18b,	I can recite basic rhymes. I can notice rhyming patterns.

<p>20a, 21a, 23, 25, 26, 28, 33, 34, 35, <u>KY EC Standards</u>-Art -1.1.2, 1.2.3, 1.4.1; Languages-2.1.1, 2.1.2, 3.1.3, 3.4.1, 3.4.3, 3.6.2, 4.3.2, 4.3.5; Health-1.2.1, 1.2.2, 1.2.5, 1.3.2, 1.3.3; Math-1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7, 1.3.2, 1.4.5; Physical-1.1.1, 1.1.4; Science 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.4.1, 1.4.2, 1.5.3; SocialStudies-1.1.1, 1.17, 1.2, 1.2.2, 1.4.4, 1.6.1, 1.6.2, 1.6.3 <u>Head Start Outcomes:</u> Language-1.1, 1.2, 1.2.3 Literacy-2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.4.2, 2.4.3, 2.4.4 Mathematics-3.1.1, 3.1.4, 3.2.1, 3.2.4, 3.2.5, Science-4.2.5 Arts-5.1.1, 5.2.2, 5.2.1, 5.3.1, 5.4.1 Social-6.2.1, 6.2.2 ApproachesToLearning-7.1.4, 7.3.1, 7.3.3 Physical-8.1.1, 8.2.1, 8.2.3</p>	<p>I can play with words, sounds, and rhymes. I can invent rhymes. I can begin to notice words that begin the same</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Mother Goose on the Loose Hey Diddle Diddle</p>	<p>Grandfather clock, crown, pail, well, nimble, quick, rhyme, pattern, syllables</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Assessment: Teacher Observations, Work Samples Summative: Design of Authentic Products Common: Anecdotal Notes</p>	<p>Nursery Rhyme Character Puppets Nursery Rhyme Books</p>
<p>Suggested Activities</p>	
<p>* Rhymes on PowerPoint from www.kellyskindergarten.com * Use teacher created stick puppets to retell/act out various nursery rhymes (Little Miss Muffett, Hey Diddle Diddle etc...) *Powerpoint of rhymes on www.kinderfriends.com.</p>	

<p>Greenup County Preschool Curriculum (Week 11)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u>2b, 2c, 3a, 4, 7b, 11d, 12a, 12b, 13, 18a, 20a, 21a, 22, 23, 24, 25, 26, 27, 31, 34</p>	<p>I can recognize and identify signs of fall.</p>

<p><u>KY EC Standards:</u>Arts-1.1.2, 1.4.1, 2.2.1, 3.6.4, 4.2.2, 4.3.1, Health-1.2.2, Math-1.1.5, 1.1.6, 1.1.7, 1.3.3, Physical-1.4.4, Science-1.1.2, 1.2.2, 1.3.2, 1.4.1 <u>Head Start Outcomes:</u>Language-1.2.3, Literacy-2.1.3, 2.2.1, Math 3.1.5, 3.2.1, 3.2.33.3.1, Science-4.1.2, 4.2.2, Arts-5.2.2, 5.3.1, Social-6.3.3, Approaches to Learning- 7.3.1, Physical-8.1.2, 8.2.3</p>	<p>I can observe that leaves change colors.</p> <p>I can examine and explore ways that animals prepare for winter.</p> <p>I can make and communicate observations.</p> <p>I can tell you my phone number.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Leaves Changing Colors, Harvest, Animals Prepare for Winter</p>	<p>fall, autumn, seasons, hibernate, migrate, adapt, harvest, deciduous (lose leaves), evergreen, coniferous (keep leaves)</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Work Samples Summative: Design of Authentic Products Common Anecdotal Notes Teaching GOLD</p>	<p>United Streaming Web Hula Hoops Blocks Leaves</p>
<p>Suggested Activities</p>	
<p>*Nature Walk: Take a walk talk about signs of fall...using our senses to observe changes...what do you see? Hear? Collect signs of fall acorns, leaves.... *Collection of acorns and have the students classify them by the following: cap/no cap, big/little, dark colored/light colored leaves *Tree trunk or leaf rubbings - Children work in pairs one holds the paper while the other makes tree bark rubbing, then switch. Children can create art projects with leaves and leaf rubbings. *Show United Streaming Fall is Here. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 12)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u>2b, 2c, 3a, 4, 7b, 11d, 12a, 12b, 13, 18a, 20a, 21a, 22, 23, 24, 25, 26, 27, 31, 34</p>	<p>I can recognize and identify signs of fall. I can observe that leaves change colors.</p>

<p><u>KY EC Standards:</u>Arts-1.1.2, 1.4.1, 2.2.1, 3.6.4, 4.2.2, 4.3.1, Health-1.2.2, Math-1.1.5, 1.1.6, 1.1.7, 1.3.3, Physical-1.4.4, Science-1.1.2, 1.2.2, 1.3.2, 1.4.1</p> <p><u>Head Start Outcomes:</u>Language-1.2.3, Literacy-2.1.3, 2.2.1, Math 3.1.5, 3.2.1, 3.2.33.3.1, Science-4.1.2, 4.2.2, Arts-5.2.2, 5.3.1, Social-6.3.3, Approaches to Learning- 7.3.1, Physical-8.1.2, 8.2.3</p>	<p>I can examine and explore ways that animals prepare for winter.</p> <p>I can tell you my phone number.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Leaves Changing Colors, Harvest, Animals Prepare for Winter</p>	<p>fall, autumn, seasons, hibernate, migrate, adapt, harvest, deciduous (lose leaves), evergreen, coniferous (keep leaves)</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples Summative: Design of Authentic Products Common Anecdotal Notes Teaching GOLD</p>	<p>United Streaming Web Hula Hoops Blocks Leaves</p>
<p style="text-align: center;">Suggested Activities</p>	
<p>*Graph leaves that they collected by color or type. * Show Trees are terrific from http://urbanext.illinois.edu/tress1/flash/12s.html * Squirrel Gathering Game- music, hula hoops, blocks-play music and have students pretend to be squirrels gathering nuts (blocks). Use hoops for the squirrels to put their nuts in. When the music stops they return home to the hula hoops *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 13)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u>2c, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 16a, 17b, 18c, 19b, 20a, 20b, 21b, 22, 33, 34, 37, 38</p>	<p>I can observe and explore light. I can make predictions.</p>

<p><u>KY EC Standards</u>-Arts -1.1.1, 1.2.1, 1.2.3, 1.3.1, 1.4.1. English-1.1.3, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 3.1.1, 3.1.3, 3.3.1, 3.3.1, 3.3.2, 3.5.1, 3.5.2, 3.5.3, 3.6.3, 3.6.5, 4.2.1, 4.2.2, 4.3.1, 4.3.2, Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.1, 1.2.2, 1.4.5. Math- 1.1.1, 1.1.3, 1.1.4, 1.1.7, 1.2.2, 1.2.4, 1.2.6, 1.3.2, Physical- 1.4.1, 1.4.2, 1.4.4.Science - 1.1.3, 1.2.1, 1.2.2, 1.3.2, 1/4/3 Social - 1.1.2, 1.1.7, 1.4.1, 1.4.2 <u>Head Start Outcomes</u>- Language-1.1.1, 1.2.1, 2, 1.3, 2.2.2, 2.3..1, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, Math- 3.1.1, 3.1.4, 3.1.5, 3.1.6, 3.2.3, 3.2.4, 3.3.1, 3, 3.2, 3.3.3, Science- 4.1.5, Creative- 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, Social-6.1.1, 6.3.1, 6.3.2, 6.3.3, 6.4.1, Approaches to learning- 7.1.1, 7.1.2, 7.2.1, Physical 8.2.1, 8.2.2, 8.2.3,</p>	<p>I can explain how shadows form. I can compare sizes of shadows. I can draw pictures to collect data. I can create shadows. I can tell you my phone number.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>The Truth About Shadows How Shadows Are Made</p>	<p>shadow, opaque, transparent, light, predict, explore, investigate, silhouettes</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples Summative: Photos/Videos Common: Anecdotal Notes,GOLD</p>	<p>United Streaming Web Flashlight, overhead projector, various sources of light,</p>
<p>Suggested Activities</p>	
<p>*Make shadows with objects from various materials. * Draw and paint pictures of shadows. * Use story starters such as “once upon a time there was an enormous shadow” or “the funniest shadow I ever saw was.” *Use overhead to create silhouettes of each child; Shadow dancing *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 14)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u>1b, 2c, 6, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 15c, 16a, 17b, 18c. 19a, 20a, 20b, 20c, 21b, 23, 33, 34, 37 <u>KY EC Standards</u>-Arts-1.1.1, 1.2.1, 1.2.2,</p>	<p>I can demonstrate awareness of books (print concepts). I can identify healthy food choices.</p>

<p>1.3.1, 1.3.2, 1.4.1, 1.11.2, 1.2.1. Language- 1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 3.1.1, 3.1.3, 3.2.2, 3.3.1, 3.3.2, 3.4.2, 3.4.5, 4.1.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Health-1.1.1, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.2.2, 1.2, 6, 1.4.5, Math- 1.1.1, 1.1.3, 1.1.9, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, Physical -1.2.1, 1.4.1, 1.4.2, 1.4.3, 1.4.4, Science-1.1.1, 1.1.2, 1.1.3, 1.2, 2, 1.4.2, Social Studies-1.4.1, 1.4.2 Head Start Outcomes- Language 1.1.1, 1.1.2, 1.2.1, Literacy-2.1.1, 2.1.2, 2.1.5, 2.4.2, 2.4.4, 2.5.1, Math- 3.1.1, 3.1.4, 3.1.6, 3.2.1, 3.2.3, 3.2.4, 3.3.2, Science- 4.2.2, Arts- 5.1.1, 5.3.1, Social-6.1.3, 6.2.3, 6.3.1, 6.3.3, Approaches To Learning-7.1.1, 7.1.2, 7.1.3, 7.2.1, Physical Health-8.2.1</p>	<p>I can demonstrate one to one correspondence.</p> <p>I can sort objects.</p> <p>I can tell you more or less.</p> <p>I can tell you more or less.</p> <p>I can create patterns.</p> <p>I can use tools to explore.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Nutrition</p>	<p>Nutrition, fruit, vegetable, food pyramid, healthy, grains, bread, pasta, dairy</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Work Samples Summative: Photographs Common: GOLD, Anecdotal Notes</p>	<p>Web United Streaming, Empty milk Containers Food Pyramid, Plastic Foods</p>
<p>Suggested Activities</p>	
<p>*Milk/Dairy-show dairy items from box, clean and save 10 milk containers from breakfast, sing Ten bottles of milk on the wall, Ten bottles of milk. Take one down (take it down) Pass it around (pass around your circle-take drink-gulp) Nine bottles of milk on the wall... No bottles of milk on the wall No bottles of milk Oh my tummy feels so funny There's no bottles of milk on the wall (from makelearningfun.com) *Identify and discuss 'I Can Do It' statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 15)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u> 1c, 2d, 3b, 4, 7a, 7b, 8b, 9d, 10a, 10b, 11e, 12a, 12b, 13, 14b, 16a, 18c, 21a, 21b, 22, 24, 27, 30, 32, 34, 36 <u>KY EC Standards:</u> Arts 1.1.1, 1.1.3, 1.2.4, 1.3.3, Language 1.2.4, 3.3.1, 3.4.5, 3.6.5,</p>	<p>I can retell stories.</p> <p>I can explore a variety of movements.</p> <p>I can recognize some letters of the</p>

4.1.2, 4.2.4, Health-1.1.5, 1.2.2 Math - 1.1.3, 1.3.4, 1.4.5 Physical-1.2.2 Science- 1.1.3, 1.2.3, 1.4.3, 1.5.1, Social Studies- 1.1.4, 1.1.5, 1.2.4, 1.6.3 <u>Head Start Outcomes:</u> Language- 1.2.4, Literacy 3.4.3, Math 3.3.4, Science 4.1.5, 4.2.4, Arts-5.1.2, 5.4.2, Social- 6.1.2, 6.3.3, 6.4.3, 6.5.4 Approaches to Learning-7.3.3, Physical - 8.2.3; 8.3.2	alphabet. I can tell you more or less. I can show you more or less. I can demonstrate awareness of books (print concepts).
Identify Sub-Topics	Critical Vocabulary
Pilgrim and Native Americans: families, different/similar, Native Americans, Pilgrims, Mayflower	pilgrim, Indians, Native Americans, Mayflower, passenger, king, crowded, feast, thanksgiving
Balanced Assessment	Resources
Formative Teacher Observations Summative Photographs/Videos Common GOLD Anecdotal Notes	Web United Streaming Foil Teddy Bear Counters Feathers
Suggested Activities	
*Create Rain Sticks (empty water bottles, beads, rice, collage materials, glue, feathers...) *Patterns-Cut a piece of brown construction paper for your headband. On construction paper, print the feathers in a variety of colors. Cut the "feathers" out. Glue the beginning of a pattern to the headband. *Identify and discuss 'I Can Do It' statements posted throughout the room.	

Greenup County Preschool Curriculum (Week 16)	
Core Content 4.1 Common Core Standards	I Can Statements
GOLD Obj-2c, 7a, 7b, 8a, 8b, 10a, 11b, 16a, 19a, 20a, 33, 34, 37 KY EC Standards-Arts1.2.1, 1.2.3, 1.3.1, 1.4.2, English/Language- 1.3.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.3.3, 4.2.1, 4.2.2,	I can recognize some letters in print. I can make some letter sound connections. I can count objects.

4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.5, Math-1.1.1, 1.1.3, 1.1.4, 1.3.2. Physical- 1.4.1, 1.4.2, Science-1.2.1, Social- 1.1.1, 1.4.1, 1.4.2, <u>Head Start Outcomes</u> -Language- 1.1.1, 1.1.2, 1.2.2, Literacy-2.2.2, Math- 3.1.4, 3.2.4, 3.3.2, Science- 4.2.4, Arts-5.1.1, 5.2.1, Social-6.3.3, 6.4.1, Approaches To Learning-7.1.1, 7.1.2, Physical 8.2.2, 8.2.3	I can count 10. I can create my own pattern. I can recognize my role within my home.
Identify Sub-Topics	Critical Vocabulary
THANKSGIVING	holiday, harvest, festival, turkey, baste, pie pan, cookie sheet, celebration, tradition
Balanced Assessment	Resources
Formative Teacher Observations Summative Work Samples Photographs Videos Common GOLD Anecdotal Notes	Web United Streaming Brown bag Finger paint Disposable pie pans
Suggested Activities	
<p>*Give each child a brown bag with a turkey cutout attached to front. Program index card with letters that need reinforcement. Place cards in cent of carpet. In turn players draw a card, if they can read it; they "stuff" their turkey with letter.</p> <p>* Letter writing- place orange paint or finger paint in a disposable pie pan. Have enough to cover pan bottom. Encourage them to practice writing letters in paint with fingers or craft sticks</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 17)	
Core Content 4.1 Common Core Standards	I Can Statements
GOLD Obj-1a, 1b, 2c, 7a, 7b, 8a, 8b, 10a, 11b, 13, 15c, 16a, 17b, 20a, 20c, 26, 33, 34, <u>KY EC Standards</u> -Arts-1.1.1, 1.2.1, 1.2.2, 1.3.1, Language-1.2.1, 1.2.2, 1.2.5, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.1.3, 3.3.1, 3.3.2,	I can use my senses to explore. I can use my senses to observe and collect data.

<p>3.3.3, 3.4.5, 3.5.1, 4.2.1, 4.2.4, 4.3.1, Health-1.1.1, 1.1.5, 1.2.1, 1.2.1, 1.2.2, 1.4.2, 1.4.5. Math- 1.1.1, 1.1.3, 1.1.5, 1.1.91.1.11, 1.3.2, Physical-1.1.1, 1.4.1, 1.4.2, Science-1.1.1, 1.5.1, Social-1.2.3, 1.4.1, 1.4.2, 1.4.3 <u>Head Start Outcomes</u> - Language1.1.1, 1.1.2, Literacy- 2.1.1, 2.1.2, 2.1, 3, 2.4.1 2.4.3, 2.5.2, 2.5.2, Math-3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2, 3, 3.2.4, Science-4.2.4, Creative Arts-5.1.1, 5.2.2, 5.4.2, Social/Emotional-6.1.2, 6.1.3, 6.3.1, 6.3.3, 6.4.1, Approaches To Learning-7.1.1, 7.1.2, 7.1.3, Physical-8.2.1, 8.2.2, 8.2.3, 8.3.2,</p>	<p>I can recognize sounds that match. I can produce rhyming words. I can recognize some basic shapes. I can match objects. I can sort objects.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>FIVE SENSES:</p>	<p>touch, feel, sight, dark, bright, light, dim, hear, volume, listen, loud, quiet,</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Summative Work Samples, Photographs Common: GOLD, Anecdotal Notes</p>	<p>Web United Streaming Finger Paint, Texture Blocks Books about Senses</p>
<p>Suggested Activities</p>	
<p>*Writing letters in shaving cream or finger-paint; Texture Blocks *Recognizing common sounds in the environment using environment bingo game (use Google sounds and make bingo card) *Read My Five Senses by Alikei *Discovery Box: various materials that children explore with senses...cotton balls, sand paper, different types of bells, scratch and sniff stickers etc. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 18)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u> 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a,15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30, 32, 33, 34, 35, 36</p>	<p>I can respond and observe art produced by other cultures. I can identify some letters in print.</p>
<p><u>KY EC Standards:</u> Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5,</p>	<p>I can write some familiar words.</p>

<p>2.1.4, 2.2.4, 3.2.2, 3.3.2, 3.4.1, 3.4.6, 4.1.2, 4.2.4, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.7, 1.3.4, 1.4.5, Physical-1.2.2, 1.3.2, 1.4.4, Sceince-1.1.2,1.4.2, Social Studies- 1.1.6, 1.2.4, 1.6.3</p> <p><u>Head Start Outcomes</u>-Language-1.2.4, Literacy-2.1.3, 2.4.4, 2.5.2, Math-3.1.6, 3.2.5, 3.3.2, Science-4.1.2 Arts-5.1.2, 5.2.3, 5.3.2 Social-6.3.3, 6.4.3, 6.5.2, 6.5.4,Approaches to Learning-7.1.4, 7.3.3, Physical-8.1.2, 8.2.3, 8.3.3</p>	<p>I can use math language to express quantity in everyday experiences.</p> <p>I can recognize people are different.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Winter Celebrations Around The World: Mexico, Germany, Hanukkah, Kwanzaa</p>	<p>celebrations, customs, holiday, poinsettia, piñata, sombrero, Hanukkah, menorah</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Photographs Summative Work Samples, Photographs Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Paper stars Globe</p>
<p>Suggested Activities</p>	
<p>*Mexican Hat Dance-put sombrero on floor and stand in a circle around it. When music starts, put your hands on hips and the pattern is right heel, left heel, clap, clap, repeat, when the music changes and hold hands and skip in a circle. *Super star names -stars with letters written on them and students find letters in their name and glue in order. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 19)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>; 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a, 15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30, 32, 33, 34, 35, 36</p>	<p>I can count, sort, and categorize various boxes.</p> <p>I can recognize some letters and words in print.</p>
<p><u>KY EC Standards</u>: Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5, 2.1.4, 2.2.4, 3.2.2, 3.3.1,</p>	<p>I can recognize sounds that match.</p>

3.4.5, 3.4.6, 4.1.2, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.6, 1.3.4, Physical-1.2.1, 1.2.2, 1.3.2, 1.4.4, Sceince-1.1.2, 1.4.2, Social Studies- 1.1.6, 1.6.3 <u>Head Start Outcomes</u> -Language-1.2.4, Literacy-2.1.3, 2.4.4, 2.5.2, Math-3.1.6, 3.2.5, 3.3.2, Science-4.1.2 Arts-5.1.2, 5.2.3, 5.3.2 Social-6.3.3, 6.4.3, 6.5.2, 6.5.4, Approaches to Learning-7.1.4, 7.3.3, Physical-8.1.2, 8.2.3, 8.3.3	I can show awareness of time. I can explore a variety of movements
Identify Sub-Topics	Critical Vocabulary
DECEMBER HOLIDAYS: holiday symbols, Traditions, Santa, Boxes	Decoration, reindeer, wreath, gift, presents, customs, symbols, celebration, face, edge, corner, dimension,
Balanced Assessment	Resources
Formative: Work Samples Summative Work Samples, Photographs Common GOLD, Anecdotal Notes	United Streaming Stocking, Alphabet cards Picture of lump of coal Paper antlers Empty shoe boxes
Suggested Activities	
<p>*Rudolph relay-set up 2 lines. Make a headband for antlers- one for each line. Get 2 empty shoeboxes for each line. The 1st person in each line will step into the shoeboxes, put on antlers, and shuffle the distance, ring bell, and shuffle back.</p> <p>*Variety of boxes (pizza, Chinese, cereal boxes) to add to dramatic play and to build with in blocks; Line boxes from largest to smallest...(make boxes presents wrapped).</p> <p>*Christmas patterns with stamps.</p> <p>*Reindeer Hokey Pokey (Substitute reindeer parts hooves, antlers, fluffy tail, red nose...). Santa Says (Simon Says)</p>	

Greenup County Preschool Curriculum (Week 20)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj</u> - 3a, 6, 7b, 8a, 8b, 10a, 11d, 12a, 12b, 16a, 19a, 21b, 23, 33, 34, 35 <u>KY EC Benchmarks</u> - Arts - 1.1.1, 1, 1.2, 1.1.3, 1.2.1, 1.2.2, 3.3.1, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Math - 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.2, 1.3.4, 1.3.5, 1.4.1,	I can tell you my birthday. I can observe and respond to different forms of art. I can observe and respond to different types of music.

Physical Development 1.3.2, Social Studies - 1.1.1 <u>Head Start Outcomes Framework-</u> Language-1.1.1, 1.1.3, 1.2.1, 1.2.2, Literacy -2.2.1, 2.4.1, 2.4.4, Math - 3.1.2, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, Creative Arts - 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.3.1 5.3.2, Social and Emotional Development - 6.3.1, Approaches to Learning - 7.1.3, 7.1.4, Physical Health and Development - 8.2.2, 8.2.3	I can use letter like forms to represent ideas. I can write familiar words. I can create patterns. I can make basic shapes.
Identify Sub-Topics	Critical Vocabulary
CREATIVE ARTS: Painting, drawing, dance, music	art, artist, painting, painter, drawing, collage, create, rhythm
Balanced Assessment	Resources
Formative Teacher Observations Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes	Web United Streaming Art Mediums Pictures of famous works of art
Suggested Activities	
<p>*Patterns using paint and sponges.</p> <p>* Shapes using pipe cleaners- have them make various shapes and then make their favorite and glue on paper.</p> <p>* Discuss what art is. Ask if they know what an artist is. Tell them an artist is anyone who makes art. Show pictures of famous art from Internet. Talk about different types of media used to make the pictures. See if students can identify medium used-paint, clay.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 21)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD</u> -1b, 7a, 7b, 8b, 11d, 12b, 13, 16a, 16b, 19a, 20a, 20b, 21a, 21b, 22, 23, 24, 26, 28, 33 <u>KY EC Benchmarks</u> -Arts 1.1.1 English- 2.1.2, 2.1.3, 2.2.1, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2,	I can tell you my birthday. I can define what a magnet is and what it does. I can identify familiar everyday uses of magnets.

1.2.1, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.4.1, 1.4.4, Science- 1.1.2, 1.2.1, 1.2.2, 1.4.1, 1.5.1 Social - 1.4.1, 1.4.2, <u>Head Start Outcomes Framework-</u> language-1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1,, Math- 3.1.1, 3.1.4, 3.2.4 Science- 4.1.1,4.1.2, 4.1.3 4.2.4, Creative Arts- 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2	I can classify materials. I can use letter like forms to represent ideas.
Identify Sub-Topics	Critical Vocabulary
Magnets	magnet, magnetic, iron, poles, steel metal
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples Summative Work Samples, Photographs Common GOLD, Anecdotal Notes	Web United Streaming Variety of magnets
Suggested Activities	
<p>* Use a shoe box, metal marble, paint and magnet to create magnetic pictures</p> <p>*Give each child a few pieces of paper, and allow the preschoolers to stick the paper to the board with a magnet, starting with one piece of paper and gradually adding more. Guide the children in observing the ability of the different magnets to keep papers adhered to the board without slipping. Ask the preschoolers which magnets are the strongest and whether or not the size of the magnet is important in determining strength and weakness</p> <p>* More Than Magnets www.redleafpress.org/More-Than-Magnets-e-book-P667.aspx</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 22)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj</u> -1b, 3b, 7a, 7b, 8a, 8b, 10a, 12a, 12b, 16a, 19a, 20a, 20c, 24, 33, 37 <u>KY EC Benchmarks</u> -Arts1.1.1, English/Language- 1.3.1, 2.1.2, 2.2.2, 3.1.1, 3.1.3, 3.3.1, 3.3.2, 4.1.1, 4.3.1, 4.3.2,	I can tell you my birthday. I can label, describe and differentiate between different types of weather. I can dress appropriately for the weather.

Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.4, 1.1.4, 1.1.5, 1.1.9, 1.1.0, 1.4.3, Physical-1.4.1, 1.4.2, Science- 1.1.3, 1.4.1, 1.4.2, 1.6.6.	I can explore prisms to see how light creates rainbows.
<u>Head Start Outcomes</u> -Language-1.1.1, 2.1.1, 2.1.5, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math-3.1.1, 3.1.4, 3.1.6, 3.2.3 Science- 4.1.1, 4.2.4, Creative Arts-5.1.1, Social/Emotional-5.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4.1, Approaches To Learning- 7.2.1, 7.1.4, Physical Health-8.2.2, 8.2.3	I can use scientific inquiry skills. I can recognize letters. I can print familiar words. I can count objects to 10 or beyond.
Identify Sub-Topics	Critical Vocabulary
Weather	weather, forecast, tornado, hurricane, storm, downpour, drizzle, sprinkle, blizzard, snowflake, flurry, sunny, sunshine, clouds, cloudy, overcast, foggy
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes	Web Internet Play dough Straws Weather Themed Books
Suggested Activities	
<p>*What Can the Wind Move? This is a science experiment with wind, where children blow on objects using a straw to simulate the wind. We first predict which of these objects can be moved by wind: paper cup, cotton, yarn, block, rock..</p> <p>*Counting-cut clouds from white paper and blue play-dough. Write number on cloud and have them make correct number of raindrops from blue play-dough</p> <p>*Read It looked like spilled Milk</p>	

Greenup County Preschool Curriculum (Week 23)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 4, 11e, 12b, 13, 16a, 16b, 20a, 20b, 20c, 22, 23, 24, 25, 32	I can tell you my birthday. I can describe typical winter weather.
<u>Kentucky Early Childhood Standards</u> -Arts 1.2.3, 2.2.3, 3.3.1, Health - 1.4.2, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.2.3, 1.2.6,	I can dress appropriately for winter weather.

1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3, Physical Development - 1.2.2, Science - 1.1.2, 1.2.2, 1.4.1, 1.5.3, Social Studies - 1.1.7	I can investigate with temperature. I can count objects.
<u>Head Start Outcomes</u> -Language- 1.1.1, 1.1.2, Literacy-2.1.1, 2.2.1, 2.3.4, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.2, 3.1.4, 3.1.5, 3.2.4, 3.3.1, Science- 4.1.1, 4.1.2, 4.1.5, 4.2.4, Creative Arts- 5.2.2, 5.2.1, Social/Emotional- 6.1.1, 6.1.2, Approaches To Learning - 7.1.1, 7.2.1, 7.3.1, 7.3.3, Physical Health- 8.2.2, 8.2.3	I can write my name and letters. I can count and recognize numbers.
Identify Sub-Topics	Critical Vocabulary
Winter	Ice, icicle, snow, snowflake, blizzard, cold, freeze, sled, ski, skate, mitten, glove, scarf, toboggan, hat
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes	Web Internet Gloves/ mittens Ice; Bowls; Cotton Balls Shaving Cream Corn Starch, Styrofoam Cups
Suggested Activities	
*Use Styrofoam cups to create a child size igloo with the children. (Works best if base of igloo is prepared before students begin working on project. Stock the finished igloo with soft blankets and winter themed books. *Counting-make cards with different numbers of snowballs on them. Give them cotton balls and let them count out the number of snowballs on each card using cotton balls as counters	

Greenup County Preschool Curriculum (Week 24)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 4, 11e, 12b, 13, 16a, 16b, 20a, 20b, 20c, 22, 23, 24, 25, 32	I can describe how animals adapt to winter weather.
<u>Kentucky Early Childhood Standards</u> -Arts 1.2.3, 2.2.3, 3.3.1, Health - 1.4.2, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.2.3, 1.2.6,	I can explain the terms hibernate, migrate and adapt.

1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3, Physical Development - 1.2.2, Science - 1.1.2, 1.2.2, 1.4.1, 1.5.3, Social Studies - 1.1.7	I can use non -standards methods of measurement. I can sort objects.
<u>Head Start Outcomes:</u> Language - 1.1.3, 1.1.1, Math - 3.1.2, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.4, Science - 4.1.5, 4.2.1, Creative Arts - 5.2.2, 5.4.1, Approaches to Learning - 7.3.2, Physical Health & Development - 8.1.1	I can identify letters and begin letter sound connections. I can print letters
Identify Sub-Topics	Critical Vocabulary
Animals in Winter	hibernate, migrate, adapt, survive, habitat
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples Summative Work Samples, Photographs Videos Common GOLD, Anecdotal Notes	Web United Streaming Yarn Stuff animals Chart Paper
Suggested Activities	
<p>*Ask students to list way they stay warm and feed in winter. Does much change about their lives? What Changes? What stays the same? Now discuss what animals do in the winter to live (migrate, hibernate, adapt) birds fish and some bugs migrate, rabbits, squirrels, deer, beaver, mice adapt, bears, skunks, chipmunks, and some bats hibernate.</p> <p>*Turn Igloo (from Week 22) into Cave. Children use paper mache technique to cover outside of igloo. On second day children paint the cave and add details. Cave can be used as a quiet play center.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 25)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj</u> ; 4, 5, 6, 7a, 8b, 11b, 13, 16a, 19a, 20c, 21b, 22, 23, 24, 32	I can identify different types of transportation.
<u>KY EC Standards:</u> Arts 1.1.1, 2.1.2, 3.3.3, 4.3.5 Health-1.1.5 Math-1.1.5, 1.1.7, 1.2.1, 1.3.4 Physical-1.2.2, 1.3.2 Science-1.1.3,	I can define transportation. I can explore cause and effect.

1.2.2, 1.4.3, 1.5.3 Social Studies-1.2.3 <u>Head Start Outcomes:</u> Language-1.1.3, Literacy-2.4.1, 2.5.1 Math 3.1.6, 3.3.1, Science-4.1.4, Arts-5.2.3, 5.3.2, Social-6.3.3 Approaches to Learning-7.1.4, Physical-8.1.1, 8.2.3	I can write or illustrate to convey meaning
Identify Sub-Topics	Critical Vocabulary
Transportation	transportation, travel, vehicle, automobile, sailboat, submarine, ship, locomotive, engine, caboose, airplane, airport, helicopter
Balanced Assessment	Resources
Formative Teacher Observations, Photographs Work Samples Summative Anecdotal Notes, Photographs Common GOLD	Transportation pictures Unifix cubes Paper Web United Streaming
Suggested Activities	
<p>*Name trains-glue squares with the letters of their name on a strip of paper to make a name train. Add a paper engine and draw on the wheels</p> <p>* Patterns-work in pairs, each school in one color of unifix cubes to work with. The children make an AB pattern, one child adding one color and the other adding the next color taking turns adding to the train</p> <p>* Transportation on United Streaming</p> <p>*Sorting pictures of transportation based on where they travel.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 26)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>Gold Obj-</u> 1c, 2c, 4, 5, 6, 8b, 13, 20a, 21a, 24, 29, 30 <u>Head Start Outcomes-</u> Langauge-1.1.2, Math-3.1.4, 3.2.1, 3.3.4, Science-4.1.1, Arts-5.3.1, Social-6.1.2,6.4.2, Approaches	<p>I can identify the size location of my heart.</p> <p>I can name body parts and their function.</p> <p>I can explain that exercise makes the heart beat faster.</p>

to Learning- 7.4.1, Physical and Health- 8.1.2, 8.3.1, 8.3.2	I can identify activities that are good for the heart.
EC Standards-Arts-1.1.1, Language-1.3.4, 2.1.2, 2.2.4,4.2.1, Health-1.1.3, Math-1.1.5, 1.1,9, 1.2.1, 1.3.1, 1.3.5, Physical- 1.1.4, 1.2.1,1.2.2, 1.3.2, Science- 1.2.1, 1.2.3,1.5.2, Social Studies-1.1.7,1.6.1,	I can name different types of exercises.
Identify Sub-Topics	Critical Vocabulary
Healthy Me	heart, pump, circulate, muscle, exercise, germs, illness
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples, Photographs Summative Anecdotal Notes, Photographs Common GOLD	Web Doctor kit Model of the heart Exercise equipment such as balls, jump rope
Suggested Activities	
<p>* Blank books for exercise log and stories.</p> <p>*Interlocking blocks to your block area such as duplo or larger legos. The children can use these materials to build a hospital, a gym, a park or playground to play on! Also provide toy people and pets to walk in the park! Use larger blocks to make cars, trucks or ambulances to get where they need to be.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 27)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1a, 2b, 3a, 3b, 5, 12b, 13, 14a, 15a, 15b, 15c17a, 17b, 18b, 18c, 21a, 22	I can recognize rhyming words. I can produce rhyming words.
<u>KY EC Standards:</u> Language-3.1.1, 3.2.1, 3.2.2, 3.4.1, 3.4.3, 3.4.6, 3.5.2, , 4.3.5, Health-1.1.3 Math-1.2.11.4.2, 1.4.3	I can identify some beginning sounds. I can use illustrations to tell a story.

Physical-1.2.1, Science-1.2.2, Social Studies-1.6.3, 1.6.6	I can identify opposites.
<u>Head Start Outcomes:</u> Literacy-2.1.4, 2.2.4, 2.3.3, 2.4.2, 2.5.2, Math-3.2.3, 3.3.3, Science- 4.1.5 Arts-5.1.1, 5.4.1 Social-6.2.3, 6.4.3, Approaches to Learning-7.3.3, Physical 8.1.1, 8.2.3	
Identify Sub-Topics	Critical Vocabulary
	author, illustrator, real, nonsense, imagine, pretend, fantasy
Balanced Assessment	Resources
Formative Teacher Observations, Work Samples Summative Work Samples Common GOLD, Anecdotal Notes	Web United Streaming Dr. Seuss Books Alphabet Chart
Suggested Activities	
<p>*Sing the alphabet song. Talk about how letters make up words and how each letter has its own sound. Pick a letter like T and tell the students what sound it makes. Then come up with a list of words that start with that letter.</p> <p>*Sorting using alpha bits cereal</p> <p>*Create Dr. Seuss name necklaces. Children sort through paper Dr. Seuss hats to locate the letters that spell their name. Students then lace the hats in order on string and create a name necklace.</p> <p>*Use Dr. Seuss ‘The Foot Book’ to compare, contrast, sort, and measure with shoes and feet.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 28)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1a, 2b, 3a, 3b, 5, 12b, 13, 14a, 15a, 15b, 15c, 17a, 17b, 18b, 18c, 21a, 22	I can recognize rhyming words. I can produce rhyming words.
<u>KY EC Standards:</u> Language-3.1.1, 3.2.1, 3.2.2, 3.4.1, 3.4.3, 3.4.6, 3.5.2, , 4.3.5, Health-1.1.3 Math-1.2.11.4.2, 1.4.3	I can identify some beginning sounds.

Physical-1.2.1, Science-1.2.2, Social Studies-1.6.3, 1.6.6	I can use illustrations to tell a story. I can identify opposites.
<u>Head Start Outcomes:</u> Literacy-2.1.4, 2.2.4, 2.3.3, 2.4.2, 2.5.2, Math-3.2.3, 3.3.3, Science- 4.1.5 Arts-5.1.1, 5.4.1 Social-6.2.3, 6.4.3, Approaches to Learning-7.3.3, Physical 8.1.1, 8.2.3	
Identify Sub-Topics	Critical Vocabulary
Dr. Seuss: Rhymes, Real and Make Believe	author, illustrator, real, nonsense, imagine, pretend, fantasy
Balanced Assessment	Resources
Formative Teacher Observations Work Samples Summative Work Samples Common GOLD, Anecdotal Notes	Web United Streaming Dr. Seuss Books Alphabet Chart
Suggested Activities	
<p>*Children assist to prepare and cook Green Eggs and Ham. Students then create a visual listing the steps they followed and/or a graphic organizer to compare/contrast which children liked or did not like Green Eggs and Ham.</p> <p>*Children dictate or write a 'Dr. Seuss' story. Children also create illustrations to accompany their stories. Assemble stories into a Dr. Seuss classroom book.</p> <p>*Identify and discuss 'I Can Do It' statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 29)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1b, 7a, 7b, 8a, 8b, 10a, 12b, 14a, 16a, 16b, 18b, 19a, 18b, 23, 24, 33, 37	I can define and list what an astronaut does.
<u>KY EC Standards</u> -Arts-1.1.1, 1.4.1, language-1.2.1, 1.2.2., 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.2.2, 3.3.1, 3.3.2, 3.4.5,	I can demonstrate knowledge of the Earth's environment. I can identify and describe using the

<p>3.4.6, 4.2.3, 4.2.4, 4.3.1, 4, 3, 2m Health-1.1.1, 1.1.5, *1.4.2, 1.4.5, Math-1.1.1, 1.1.3, 1.1.9, 1.1.11, 1.4.1, Physical-1.4.1, 1.4.2, Science-1.2.1, 1.2.3, 1.4.2, Social-1.2.4, 1.4.1., 1.4.2, 1.4.4 <u>Head Start Outcomes</u>-Language-1.1., 2.1.1, Literacy-2, 1, 3, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.2, 3.1.4, 3.2.4, 3.3.1, Science- 4.1.1, 4.2.4 Creative Arts- 5., 4.2, Social/Emotional - 6.1.1, 6.1.2, 6.5.2, Approaches To Learning-7.1.1, 7.1.4, Physical Health- 8.2.1, 8.2.2, 8.2.3</p>	<p>words more, less, and equal to. I can use a variety of tools and simple measuring devices to gather information, and investigate materials.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Adventure In Space: rocket, astronaut, planets, stars, moon</p>	<p>space, astronaut, solar system, comet, planet, Earth, star, moon, rocket, launch</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Work Samples Summative Work Samples Common GOLD, Anecdotal Notes</p>	
<p>Suggested Activities</p>	
<p>* Read book Best Dressed Astronaut from http://nasa.gov/audience/forstudetns/k-4/playandlearn/best-dressed-astronaut.html, * Game Counting Backward-write numbers on board 10 to 1. erase numbers as class counts backward. Pretend to be space shuttles. Have them squat on floor and count backward to blast off. Everyone jumps up as high as they can. * Show Junior space Scientist from United Streaming *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 30)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>:- 2b, 7a, 7b, 9d, 10a, 11a, 11d, 13, 14a, 14b, 17a, 20a, 20c, 23, 30, 32</p>	<p>I can recognize that people differ in language, dress, and food.</p>
<p><u>KY EC Benchmarks</u> - Arts - 1.1.1, 1.2.4, 2.1.4, 3.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, Health/Mental Wellness - 1.2.4, 1.4.3,</p>	<p>I can recognize and identify colors. I can sort based on more than one attribute.</p>

Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.3.1, 1.3.2, Physical Development - 1.4.2, Science 1.1.3, Social Studies - 1.2.4, 1.6.3 <u>Head Start Outcomes</u> -Language-1.2.2, 2.2.2, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.2.4, 3.3.1, 3.3.2, Creative Arts - 5.4.1, 5.4.2, Physical Health & Development 8.2.1, 8.2.2	I can recognize numbers. I can count objects
Identify Sub-Topics	Critical Vocabulary
Holidays:; ST. PATICK'S WEEK Green, Ireland, shamrock	Ireland, Irish, Leprechaun, Appalachian, Culture, diversity, map, globe
Balanced Assessment	Resources
Formative Teacher Observations, Anecdotal Notes Summative Work Samples, Photographs, Videos Common: GOLD, Anecdotal Notes	United Streaming Irish Music & Video Clips Darby O'Gill & The Little People
Suggested Activities	
<p>*Counting and numbers-Cut out pots out of black construction paper. They use them to make "play dough gold pieces" out of yellow play dough that matches number on pot.</p> <p>*Color Hair Poem: Create visual of poem...write color words in correct color and the word rainbow in multiple colors so children can 'read' the poem on their own.</p> <p>Rainbow Hair: Rainbow purple, Rainbow blue Rainbow green and yellow too Rainbow orange and rainbow red Rainbow colors on my head Colors, colors everywhere I like rainbows in my hair.</p> <p>*Children create rainbow hair faces using collage materials</p>	

Greenup County Preschool Curriculum (Week 31)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLDObj</u> :- 1a, 12b, 13, 18a, 19b, 20a, 23, 25, 27	I can make comparisons between several objects base on a single attribute.
<u>KY EC Benchmarks</u> -Language Arts- 1.1.1, 1.2.3, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 4.2, 1, 4.2.2, 4.2.3, 4.2.4, 4.3.1,	I can measure and graph. I can adapt or modify my predictions.

<p>4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.9, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.4, Science-1.2.2, 1.4.1, Social - 1.4.1, 1.4.2, 1.6.6</p> <p><u>Head Start Outcomes</u>-Language-1.1.1, 1.1.2, Literacy-2.1.1, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2.4, Science-4.1.1, 4.2.3, Creative Arts- 5.2.2, Social/Emotional- 6.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4, 1, ApproachesToLearning-7.1.1, 7.1.2, 7.1.3, 7.2.2, Physical- 8.2.1, 8.2.2, 8.2.3</p>	
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Spring</p>	<p>Spring, season, plants, tend, garden, hatch, sprout, bud, rain, drizzle, sprinkle, flowers, seeds, pollen, nectar, petals</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs, Videos Common GOLD</p>	
<p>Suggested Activities</p>	
<p>*Flower math manipulatives -small colored flowers to be used for sorting, counting and patterning. * Online story The Lucky Seed from plants/pppst.com/seed.html *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 32)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLDObj</u>:- 1a, 12b, 13, 18a, 19b, 20a, 23, 25, 27</p> <p><u>KY EC Benchmarks</u>-Language Arts- 1.1.1, 1.2.3, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 4.2, 1, 4.2.2, 4.2.3, 4.2.4, 4.3.1,</p>	<p>I can notice beginning letters in words.</p> <p>I can make comparisons between several objects base on a single attribute.</p>

<p>4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.9, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.4, Science-1.2.2, 1.4.1, Social - 1.4.1, 1.4.2, 1.6.6</p> <p><u>Head Start Outcomes</u>-Language-1.1.1, 1.1.2, Literacy-2.1.1, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2.4, Science-4.1.1, 4.2.3, Creative Arts- 5.2.2, Social/Emotional- 6.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4, 1, ApproachesToLearning-7.1.1, 7.1.2, 7.1.3, 7.2.2, Physical- 8.2.1, 8.2.2, 8.2.3</p>	<p>I can demonstrate ability to use writing materials.</p> <p>I can measure and graph information.</p> <p>I can identify many letters..</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Spring</p>	<p>plants,garden, hatch, sprout, bud, rain, flowers, seeds, pollen, nectar, petals</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	<p>Caterpillars Butterfly Habitat</p>
<p>Suggested Activities</p>	
<p>*Butterfly Activities: Discuss life cycle (Butterfly), display visuals, Discuss and observe caterpillars and butterfly habitat. Children observe and make predictions as caterpillars build cocoons and turn into butterflies. A day after the butterflies emerge from their cocoons, have a releasing activity and release the butterflies outside or inside the classroom. If inside, make sure to provide several live plants/flowers for butterflies to utilize.</p>	

<p>Greenup County Preschool Curriculum (Week 33)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>:-1a, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 23, 28, 33, 37 <u>KY EC Standards</u>-Art-1.1.1, 1.1.3, English Language- 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 3.3.3,</p>	<p>I can observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p>I can write and copy words.</p>

<p>3.4.5, 4.2.1, 4.2, 2, 4.2.4, 4.3.1, Health-1.1.1, 1.1.5, 1.2.2, 1.2.4, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.9, 1.1.10, 1.1.11, 1.3.5, Physical -1.4.1', 1.4.2, Science- 1.1.1, Social-1.4.1, 1.4.2</p> <p><u>Head Start Outcomes:-Language-</u> 1.1.1, 1.2.3, <u>Literacy-</u> 2.1.1, 2.1.2, 2.1.3, 2.4.1, 2.4, 3, 2.4.4, <u>Math-</u> 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.3.1, <u>Science-</u> 4.1.1, 4.2.4, <u>Creative Arts-</u>5.1.1, 5.2.2, 5.2.4, <u>Social Emotional-</u>6.1.1, 6.1.2, 6.3.1, 6.4.1, <u>Approaches To Learning-</u> 7.1.1, 7.1.2, 7.2.1, <u>Physical-</u>8.2.1, 8.2.2, 8.2.3,</p>	<p>I can recognize, duplicate, and extend simple patterns using a variety of materials.</p> <p>I can combine, separate and name how many concrete objects.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Spring</p>	<p>Spring, season, rebirth, duckling, hatch, cocoon, metamorphosis</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Summative: Photographs, Videos</p>	<p>Internet Plastic Eggs, Stirrers, Straws</p>
<p>Suggested Activities</p>	
<p>1. Game-pass the egg-10 plastic eggs and put numbers from 1 to 10 in them. Mix eggs in bowl. Put on some music and have the children pass one egg. When the music stops the child holding egg should open in and cluck the same number of times as the number inside the egg. For example if the egg as the number 3 inside the child would say cluck, cluck, cluck while the others count the clucks</p> <p>2. Recognizing name and writing name using circles to make caterpillar. Have them count out enough circles for each letter of their name. Write on each letter.</p>	

<p>Greenup County Preschool Curriculum Week 34)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:-</u>1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33</p> <p><u>KY EC Standards-</u>Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2,</p>	<p>I can participate in story time actively.</p> <p>I can write recognizable letters.</p> <p>I can name and write some numbers.</p>

Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.4.1, 1.4.3, Social - 1.4.1, 1.4.2 <u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3	I can create original patterns. I can ask simple scientific questions
Identify Sub-Topics	Critical Vocabulary
Insects	Insects, bugs, bees, wasps, beehive, honeycomb, ant, colony, cooperate, fireflies, lightening bugs, lady bugs, aphids
Balanced Assessment	Resources
Formative Work Samples Checklists Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes	
Suggested Activities	
*Collecting and Observing bugs/insects on a nature hunt. * Sorting, counting, comparing with bug/insect manipulatives *Identify and discuss ‘I Can Do It’ statements posted throughout the room.	

Greenup County Preschool Curriculum (Week 35)	
Core Content 4.1 Common Core Standards	I Can Statements
WEEK 1- <u>GOLD Obj</u> : 1a, 1b, 1c, 2a, 3c, 6, <u>GOLD Obj</u> :-1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33 <u>KY EC Standards</u> -Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1,	I can participate in story time actively. I can identify some know letters of the alphabet. I can write recognizable letters.

<p>3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3</p>	<p>I can name and write some numbers.</p> <p>I can create original patterns.</p> <p>I can ask simple scientific questions.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Wonderful Worms:Earthworms, Habitats, Environment, Recycle</p>	<p>Worm, habitat, recycle, reuse, environment, refuge</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs Videos Common GOLD, Anecdotal Notes</p>	<p>Soil Grass Seeds Newspaper Spray Bottle Chart Paper</p>
<p>Suggested Activities</p>	
<p>*Earthworm Habitat: Children learn about small animals and explore science concepts by exploring with worms. Children create a worm habitat using a small aquarium or other suitable container. (Place small rocks on the bottom of the container, then alternate layers of soil and newspaper. Place a few scraps of fruit or vegetables in the soil.) Children go on a worm hunt to collect worms for the habitat.</p>	

<p>Greenup County Preschool Curriculum Week 36)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>:-1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33 <u>KY EC Standards</u>-Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5,</p>	<p>I can explain the word Environment.</p> <p>I can count, sort, categorize, and measure recycled trash and garbage.</p>

Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2 <u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3	I can observe and then create art from recycled materials.
Identify Sub-Topics	Critical Vocabulary
Environment: water, land, air, reduce, reuse, recycle	Reuse, reduce, recycle, pollution, litter, garbage, trash, environment, Earth, landfill, dump
Balanced Assessment	Resources
Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common Anecdotal Notes	
Suggested Activities	
<p>*Puzzles made from cereal box front</p> <p>*Alphabet soup-using old newspaper: Children cut out letters from recycled food containers, newspapers etc. Place letters in quick oat containers that are decorated to look like cans of soup. Use the cans of ‘alphabet soup’ in the writing or library center for literacy activities.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 37)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj</u> :-4, 7a, 7b, 8a, 8b, 10a, 11d, 12b, 19a, 20a, 20b, 22, 23, 32, 37	I can use complex and varied spoken vocabulary.
<u>KY EC Standards</u> -Arts-1.1.1, 1.3.1, English-2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.5.1, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2,	I can count in sequence to 10 and beyond. I can name the position of objects and use

Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.2, 1.4.3, Social - 1.1.1, 1.1.7, 1.4.1, 1.4.2	terms such as up, down, under. I can demonstrate awareness of math language (take away...etc.).
<u>Head Start Outcomes</u> -Language- 1.1.1, 1.1.2, Literacy- 2.1.1, 2.1.2, 2.1.3, 2.4.1, 2.4.3, 2.4.4, 2.5.2, Math- 3.1.1, 3, 1, 2, 3, 1, 4, 3.2.4, 3.3.1, Science- 4.11, 4.1.2, 4.1.5, 4.2.1, Creative Arts- 5.1.1, 5.2.2, 5.2.3, Social - 6.1.1, 6.1.2, 6.3.1, Approaches To Learning- 7.1.1, 7.1.2, 7.3.3 Physical- 8.2.1, 8.2.2, 8.2.3	
Identify Sub-Topics	Critical Vocabulary
Ocean	Whale, dolphin, starfish, beach, ocean, wave, seashore, coast, sand, driftwood, shells, hermit crab, salt, water, lake, float
Balanced Assessment	Resources
Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common GOLD, Dial-4	Internet Globe Sand Craft sticks Water Salt
Suggested Activities	
<p>*Show globe and point out the oceans-tell names of the oceans</p> <p>* Introduce that ocean water is salty, using 2 clear cups fill each with water and in one cup stir in 3 T of salt. Label the cups A and B, ask the student to predict what will happen when you place an egg in cup A. Place the egg in carefully. Next ask, what will happen if you put in cup B. ask why-salt adds density to the water so objects float.</p> <p>* Writing letters using sand, plate, and craft stick.</p>	

Greenup County Preschool Curriculum (Week 38)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1b, 2d, 3a, 4, 6, 8a, 9b, 10a, 11c, 11d, 12b, 14a, 15c, 16a, 21b, 25, 27, 32, 33	I can show increasing skill in print. I can make letter sound connections.
<u>KY EC Standards:</u> -Arts-1.1.1, 1.3.2, 1.3.3, English- 1.2.1, 1.2.2, 1.2.5, 1.3.1, 1.3.2,	I can recognize some numbers and associate number concepts.

<p>2.1.1., 2.1.2, 2.1.3, 2.2.3, 3.1.1, 3.3.1, 3.4.5, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2, Health- 1.1.1, 1.1.5, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.10, 1.11, 1.3.2, 1.3.3, Physical- 1.1.1, 1.4.1, 1.4.2, Science- 1.1.1, 1.1.2, 1.2.1, Social- 1.1.1, 1.1.2, 1.1.7, 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes:</u> Language Development 1.2.2; Literacy 2.1.5, 2.2.4, 2.4.1, 2.5.4, Math 3.1.6, 3.2.4; Science 4.2.1, 4.2.2; Creative Arts 5.3.2; Social 6.1.2, 6.2.3, 6.5.4; Approaches to Learning 7.1.4; Physical 8.2.1</p>	<p>I can follow basic health and safety rules, such as fire and water safety.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Summer Fun: sports, picnic, camping, water safety</p>	<p>Sports, team, sportsmanship, camp, tent, picnic, water, life jacket</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs, Videos</p>	<p>Internet, Maps United Streaming Lincoln Logs Brown Bags Small Tent</p>
<p>Suggested Activities</p>	
<p>*Camp Fire: Lincoln logs and red/orange tissue paper- encourage them to pretend to make a fire with Lincoln logs and tissue paper, discuss fire safety and campfire rules *Add a small tent and camping supplies to dramatic play * Mystery Bag - Three objects beginning with the same letter are placed in a bag (such as ball, bug, and button for B). The leader pulls each item out of the bag, names each item, and the class guesses the mystery letter *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Section 5:

Parent Resources

This section provides resources parents can use to increase communication effectiveness between home and school.

Information has been included of websites that can provide many interactive learning activities that will benefit your child during the transition process.

Examples of Resources Included:

- Get To Know My Child
- Suggested Book List

Wurtland Elementary Contact Information

Facility

Contact Information

Wurtland Elementary

Phone: (606) 836-6987

Web Address: wurtlandelementary@greenup.kyschools.us

Principal

Barbara Cook

Secretary

Tammy Riffe

Counselor	Sharri Robinson
School Nurse	Sherri Barney
Resource Officer	Greg Virgin
Family Resource	Jean Tharp (606) 836-1476
Northeast Head Start Teacher	Nancy Chandler (606) 834-
Wurtland Kindergarten Teachers	Erika Krebs Patricia Steele
Transportation Director	Luther Grizzle (606) 473-7514
Director of Pupil Personnel	Mike Raby (606) 473-9848
Food Service Director	Scott Burchett (606) 473-9810

Questions I May Have

1. What documents do I need to enroll my child in school?
2. When is the first day of school?
3. What time does the school day begin and end?
4. What do I do if my child has to miss a day of school?

5. May I walk my child to class?
6. May I talk with the teacher during the school day?
7. What is the cost for breakfast and lunch?
8. What if my child's transportation plan changes?
9. Are there restrictions of who may pick up students?
10. May I visit my child's classroom during the school day?

How Parents Can Ready Their Child For Kindergarten

Hi Mom and Dad,

Will you be ready for kindergarten?

Do you want to know how you can help me get ready for kindergarten?

I need to feel excited and comfortable about starting kindergarten.

You can:

- Let me know you're excited about me starting kindergarten.
- Give me a chance to visit my school before I start.
- Listen to my thoughts and ideas about school.

I need to know what kindergarten will be like.

You can:

- Teach me to follow directions by giving me things to do.
- Help me to learn how to share with other children, such as waiting my turn.

My Child – Things You Should Know

The next two pages contain information that will help you to get to know my child. I want you to have a positive relationship with my child and this information will enable that to happen.

My Child Likes To Be Called: _____

Family Information

Parents' or Guardians' Names:

Mother: _____

Father: _____

Date: _____

My child's birth name: _____

Child's date of birth: _____

Others living in the home: _____

Home Address: _____

Phone(s): Home/Cell: (____) (____ - ____); (____) (____ - ____)

My Child Likes To...

Listen to Stories

Draw and Color

Play with Others

- Play Alone
- Play Outside
- Play Games Inside

Additional information you may find interesting:

As a parent, it is important that expectations are discussed and clarified. Please schedule a time that the following expectations could be discussed.

Thank you,

Parent's Name

(Home) _____ (Cell) _____

Contact Number

Conference Date/Time

Expectations

What the teacher/ school can expect from me...	What I expect from my child's teacher...	What I expect from my child's school...

Source: Hawaii School Readiness Initiative

Get to Know My Family and Me

Hello, my name is _____, and I want to be ready for kindergarten.

Is kindergarten ready for me?

Do you want to know how the school can get to know my family and me?

Welcome My Family

- Invite my family and me to school to meet my teacher, the principal, and others that I will see everyday.
- Have welcoming signs that tell me you are glad I am coming to your school.
- Get to know my family's culture and understand that there may be differences in the way we do things.
- Make sure my family and me know who to go to if we have questions or concerns.

Source: Hawaii School Readiness Initiative

Parent/Teacher Talking Points

Dear _____ ,

Thank you for providing my child educational opportunities that help him/her develop academically. As the parent, I want to be involved and keep up-to-date with how

to help my child along his/her educational journey. I have provided information that will be helpful during our conference.

Child's Name _____

Conference Date _____

*Comments I have about my child's progress:

*My child's grades for _____ progress period:

Reading _____ Math _____ Language _____

Other

*My child's favorite things to do are:

*My child's strengths:

*My child needs to improve in the following areas:

*How can I reinforce at home what is taught during the school day? _____

*How my child gets along with classmates:

Shares/Takes Turns Needs Improvement

Suggestions: _____

*How my child gets along with adults:

- Follows Directions Needs Improvement

Suggestions: _____

*My child's work habits:

- Works Well With Others Needs Improvement

Suggestions _____

*Classroom/Homework Tasks

- Gives Best Effort Needs Improvement

Suggestions _____

- Stays on Task Easily Distracted

Suggestions _____

- Completes Tasks Tasks Left Unfinished

Suggestions _____

Thank you taking the time to read my questions and concerns prior to our parent/teacher conference. I look forward to our discussion of my child's educational progress.

Kind regards,

Parent's Name

ABC'S of Quality Transition Programs

Assign a mentor parent to assist families during the transition.
Be flexible and remember transition is not a "one size fits all" process.
Consider new classroom methods and/or modify existing ones to meet the children's individual needs.

Develop strategies for creating smooth transitions for children and families.
 Emphasize similarities between the preschool and the kindergarten programs.
 Familiarize yourself with each family by inviting them to your classroom.
Give a luncheon or open house for preschool teachers, students and their families.
Help families connect to their new school by having welcoming activities and events.
Invite the child and family to visit kindergarten before the child starts school.
Juggle the schedule to give yourself a chance to get to know the students and families during the beginning-year parent conferences.
Know something about each child before school begins.
Learn about the values and cultures of the families in your class.
Make home visits to get to know your children and their families.
Observe for signs of how the child is adjusting.
Provide families with information about your program.
Quickly take lots of photos of the children in the classroom and share with families.
Read books to the children about changes and acknowledge their feelings during transition.
Support each child's development of a positive self-concept.
Training of program should include preschool and kindergarten colleagues.
Understand and address separation anxiety of both the child and the family.
Visit the preschool program regularly.
Written transition plans developed by all stakeholders are considered the best practice.
X-amine your program – make sure you have everything ready for new enrollees.
Yearly evaluation of the transition plan is important. Try to improve each year.
Zip? Active Listening! Remember to listen to the concerns of others.

Source: Hawaii School Readiness Initiative

Transition Songs

Singing is a great method for easing transition anxieties in children. Enjoy singing these songs with your child!

--	--

<p>Sung to the tune of Twinkle, Twinkle</p> <hr/> <p>Kindergarten, here we come! We know we'll have lots of fun.</p> <p>Lots of things to make and do Reading, writing, counting, too.</p> <p>Kindergarten, here come! We know we'll have lots of fun.</p>	<p>Sung to the tune of Do-Wah Ditty</p> <hr/> <p>Here we come..... Just a-walkin' down the hall Singing do-wah ditty, ditty-dum, ditty-doo. Like a number one stand-ing so tall Singing do-wah ditty, ditty-dum , ditty-doo. We look good, we look good! We look fine, we look fine! Here we go in our line!</p>
<p>Sung to the tune of She'll be Coming 'round the Mountain</p> <hr/> <p>We'll be going to kindergarten very soon We'll be going to kindergarten very soon We will make new friends and learn new things Oh, we're going to kindergarten very soon. We'll be going to kinder - garten We'll be going to kinder - garten We will make new friends and learn new things We'll be going to kinder - garten very soon!</p>	<p>Rhyming Games:</p> <hr/> <p>Teacher: All set? Students: You bet!</p> <p>Teacher: Ready – O? Students: Let's go!</p>

Source: Hawaii School Readiness Initiative

Book List

Reading books to your child lessen transition woes of kindergarten. Use the following book suggestions as a guide when seeking appropriate materials to read to your child.

Annabelle Swift, Kindergartener by A. Schwartz

Annabelle Swift has been tutored for kindergarten by her older sister, Lucy... will it help?

Do You Want to Be My Friend? By Eric Carle

This book shows how Little Mouse seeks and eventually finds a friend.

First Day Jitters by Julie Danneberg

A new spin on the sheer terror suffered by millions of children as the first day of school approaches... but his turns out to be a teacher who is afraid of HER first day!

Friends at School by Rochelle Bunnett

Children learn what they live. Beautiful photographs which convey the importance on inclusion from a child's perspective. Experience a great day in a wonderful kindergarten classroom.

Harry Gets Ready for School by Harriet Ziefert

Is school ready for Harry? Is Harry ready for school? Everyone has a lot to do before the first day of school.

Look Out Kindergarten, Here I Come by Nancy Carlson

Henry Mouse discovers that Kindergarten is even better than he thought it would be.

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

It's the first day of kindergarten and Miss Bindergarten has to get the classroom ready. Her twenty-six students are an ABC bunch of rhymes and laughs. See also – Miss Bindergarten Celebrates the 100th Day.

Owen by Kevin Henkes

Owen has a blankie that he fondly names Fuzzy. With kindergarten just around the corner, his mother finds the perfect way for Owen to hang onto his blankie.

School Bus by Donald Crews

The school bus can be a new and sometimes scary experience for young children. Colorful illustrations.

Book List (cont'd)

Sheila Rae, the Brave by Kevin Henkes

Sheila Rae is not afraid of anything ... until she gets lost on the way home from school.

The Kissing Hand by Audrey Wood

Chester Raccoon does not want to go to school. He wants to stay with his mother. She tells him a family secret that will make school seem just as cozy as home.

The Night Before Kindergarten by Natasha Wing

“Twas the night before kindergarten, and as they prepared, kids were excited and a little bit scared. They tossed and they turned about in their beds, while visions of school supplies danced in their heads ...”

Tiptoe Into Kindergarten by Jacqueline Rogers

A preschooler tiptoes into her older brother’s classroom to find paints, puzzles, blocks, and books. The perfect book to introduce a young child to the school experience.

Tom Goes to Kindergarten by Margaret Wild

Tom can’t wait to go to Kindergarten! His family walks him to school and decide to stay with him. Now they love school, too.

Vera’s First Day of School by Vera Rosenberry

Spunky Vera is off to her first day of school in this encouraging story about new adventures.

When You Go to Kindergarten by James Howe

Beautiful photographs give children a peek into what life as a kindergartner is really like. This book addresses everything from bus rides to fire drills to the life in the classroom.

Source: Hawaii School Readiness Initiative

Enjoy!

Internet Resource List

The following Internet sites offer many educational activities that your child will enjoy while they learn.

www.pbs.org

www.starfall.com

www.funbrain.com

www.scootpad.com

www.abcmouse.com

Section 6:
Homework Academy

This section provides an organized, step-by-step plan for the school year to prepare your child with school readiness skills.

The school readiness skills materials are organized by each month. It is a paced plan, following a weekly schedule of homework tasks that actively engage both parent and child. Learning materials will be given to you on a weekly schedule. Additional learning materials have been included to provide resources that address all learner needs.

2T² Homework Academy Implementation

A Message to the Transition Coordinator

[Research indicates the influence of the family upon the child remains fundamental throughout the early years (Glicksman, & Hills, 1981).]

Homework Academy is a paced, weekly plan in which you prepare the learning materials the parents use each week.

Monthly tabs are included to keep materials organized.

The Curriculum map may serve as a guide for the selection of learning materials for each week of that month.

Communication is key to 2T²'s operation and success. To increase communication effectiveness, communication resources have been provided; examples include a parent letter and a homework contract.

Learning resources used for 2T² Homework Academy are included in this section.

The use of the learning materials will reinforce and extend school readiness skills that all preschool students need to be successful in kindergarten.

Select the learning resources that address the curriculum standards emphasized in the classroom each week and send the materials to the parents.

Additional resources are included to provide a wide variety of selection. The additional resources provide materials to address all learner needs.

Resources needed to construct weekly learning materials for parent use:

- Large brown envelopes
- Copier Paper
- Metal rings
- Crayons
- Pencils



2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

Includes:

- I. Section Sheets for Months: July, August, September, October, November, December, January, February, March, April, May, June
- II. Homework Academy Correspondence:
 - a. Homework Contract Template/Example
 - b. Weekly Parent Letter Example



July

[The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



August

[The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



September

[When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____

- Homework Contract Template/Example
- Parent Weekly Letter Example



October

[Families whose children are doing well in school exhibit characteristics, such as:

- Establish a daily family routine.
- Monitor out-of-school activities.
- Model the value of learning, self-discipline, and hard work.
- Encourage reading, writing, and discussions among family members.
- Express high but realistic expectations for achievement.

(Michigan Department of Education, 2001)]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



November

[Decades of research show that when parents are involved students have:

- Higher grades, test scores, and graduation rates.
- Better school attendance.
- Increased motivation, better self-esteem.
- Lower rates of suspension.
- Decreased use of drugs and alcohol.
- Fewer instances of violent behavior.

(Michigan Department of Education, 2001)]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



December

[According to research, family participation in education is twice as predictive of students' academic success as family socioeconomic status (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



January

[Parents, who read to their children, have books available at home, take trips, and guide TV watching - their children make significant gains in achievement (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



February

[The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



March

[Parents of higher-achieving students set higher standards for their children's educational activities than parents of low-achieving students (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



April

[The more parents participate in schooling, in a sustained way, at every level (in advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and paraprofessionals, and as home teachers), the better for student achievement (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



May

[There are many reasons for developing school, family, and community partnerships, according to Joyce Epstein of Johns Hopkins University. The main reason to create these partnerships is to help all youngsters succeed in school and in later life (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts



June

[86% of the general public believes that support from parents is the most important way to improve the schools (Michigan Department of Education, 2001).]

Includes:

- Curriculum Map Guide: Weeks ____, ____, ____, ____, ____
- Parent Correspondence
- Homework Contracts

Homework Contract Template



2T²: Tools To Teach Transition
Homework Contract
(Week of _____)

Using the learning materials provided, I agree to work with my child ten (10) minutes per day, Monday – Thursday.

Monday
I worked with my child using:

Wednesday
I worked with my child using:

Parent's Signature

Parent's Signature

Tuesday
I worked with my child using:

Thursday
I worked with my child using:

Parent's Signature

Parent's Signature

Homework Contract Example



2T²: Tools To Teach Transition
Homework Contract
(Week of _____)

Using the learning materials provided, I agree to work with my child ten (10) minutes per day, Monday – Thursday.

Monday

I worked with my child using:

Sight Words: am; be; out have there

Number Recognition: 1; 2; 3; 4; 5

Letter Recognition: Aa; Bb; Cc; Dd; Ee

Parent's Signature

Wednesday

I worked with my child using:

Sight Words: am; be; out;have; there

Number Recognition: 1; 2; 3; 4; 5

Letter Recognition: Aa; Bb; Cc; Dd; Ee

Parent's Signature

Tuesday

I worked with my child using:

Sight Words: am; be; out, have; there

Number Recognition: 1; 2; 3; 4; 5

Letter Recognition: Aa; Bb; Cc; Dd; Ee

Parent's Signature

Thursday

I worked with my child using:

Sight Words: am; be; out, have; there

Number Recognition: 1; 2; 3; 4; 5

Letter Recognition: Aa; Bb; Cc; Dd; Ee

Parent's Signature

Parent Weekly Letter Example



Wurtland Elementary

Principal: Barbara Cook

611 East Street
Wurtland Elementary 41144Phone: (606) 836-6987
Fax: (606) 836-5375E-mail: barb.cook@greenup.kyschools.us2T²: Tools To Teach Transition
Vision

Everyone Enters Ready

September 10, 2012

Dear Preschool Parents,

I appreciate your commitment to helping your child with the school readiness materials sent home. This week the math recognition cards are for the numbers 1, 2, 3, 4, and 5. Reading readiness materials this week include five sight words, I, a, and, to and the. One suggestion when using the math cards is to have your child find the same number of objects as the number on the card. As you are reading a book to your child this week, have them find the sight words sent home this week. It is a pleasure working with your child in the preschool program. Enjoy your week!

Kind regards,

Mrs. Cook

Homework Academy Reading and Math Resources

The following lists the reading and math resources used during the implementation of Homework Academy. Other materials, such as skittles and M & M's were purchased a week prior to use as a math manipulative.

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EdHelper. (2012). Basic shapes flash cards (small). Retrieved from www.edHelper.com

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EdHelper. (2012). *Circle time*. Retrieved from edHelper.com

EdHelper. (2012). *Clean up*. Retrieved from edHelper.com

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EdHelper. (2012). Counting to object match (1-4). Retrieved from edHelper.com

EdHelper. (2012). Counting to object match (1-9). Retrieved from edHelper.com

EdHelper. (2012). Counting to object match (5-9)). Retrieved from edHelper.com

EdHelper. (2012). *A dinosaur playground*. Retrieved from www.edHelper.com

EdHelper. (2012). *First thanksgiving (read and color book)*. Retrieved from

www.edHelper.com

EdHelper. (2012). *Fun to fly*. Retrieved from www.edHelper.com

EdHelper. (2012). Game: ice cream color matching. Retrieved from www.edHelper.com

EdHelper. (2012). *Gingerbread*. Retrieved from www.edHelper.com

EdHelper. (2012). *Gingerbread (a mini gingerbread coloring book)*. Retrieved from www.edHelper.com

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EdHelper. (2012). *Go shop*. Retrieved from www.edHelper.com

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EdHelper. (2012). Halloween math center. Retrieved from www.edHelper.com

EdHelper. (2012). *Here comes the gingerbread man (coloring book)*. Retrieved from www.edHelper.com

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EdHelper. (2012). *History of valentine's day (a read and color book)*. Retrieved from www.edHelper.com

EdHelper. (2012). *I made a heart counting book (a read and color book)*. Retrieved from www.edHelper.com

EdHelper. (2012). *JK frogs*. Retrieved from www.edHelper.com

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- EdHelper. (2012). *The missing groundhog*. Retrieved from www.edHelper.com
- EdHelper. (2012). *Mixed Practice Book (One)*. Retrieved from www.edHelper.com
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- EdHelper. (2012). *Mom's birthday*. Retrieved from www.edHelper.com
- EdHelper. (2012). *Monsters Like*. Retrieved from www.edHelper.com
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Mr. Printables. (2012). Number cards (ladybugs) 11-20. Retrieved from mrprintables.com

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mrprintables.com

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mrprintables.com

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mrprintables.com

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Appendix K
School Readiness Check Sheet

Student: _____ Date: _____

Letter Recognition: Point to each letter and ask student to say its name.

t	H	Q	H	O	B	K
w	C	I	D	u	M	y
f	X	J	p	A	q	S
m	E	P	v	Z	E	J
o	N	R	n	R	l	s
L	A	g	b	k	V	c
x	U	W	T	I	Y	d
G	Z	F				

Can you read these sight words?

a	I	and	is
the	You	will	to
it	In	can	we

Words Read: _____

Recognizing Numbers and Number Words:

Number	Number Word	Beg.	Mid.	End
3	Three			
10	Ten			
6	Six			
1	One			
5	Five			
7	Seven			
2	Two			
9	Nine			
4	Four			
8	Eight			


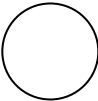



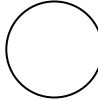
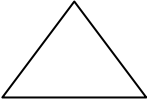
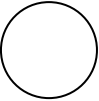
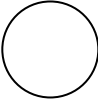






Number Identified: _____

Fill in the missing numbers:

1		3	4	
6			9	

Score: ____

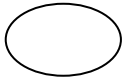
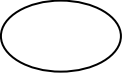
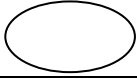
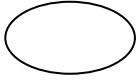

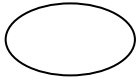
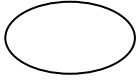


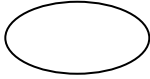
Look at each row of shapes and color the shapes that are alike:

Writing: First Name

Last Name

I Know My Colors:

Color		Beg.	Mid.	End
Red				
Pink				
Blue				
Purple				
Black				
Orange				
White				
Yellow				
Brown				
Green				

The following rating scale provides an explanation of the school readiness skill level of your child at the completion of the assessment.

School Readiness Check Sheet Rating Scale

Rating: Adequate	Percentage Score Range: 80 - 100
Description: An Adequate Rating means a student has the necessary school readiness skills for kindergarten success.	
Rating: Marginal	Percentage Score Range: 70 - 79
Description: A Marginal Rating means a student is likely to require additional one-on-one instruction in the beginning.	
Rating: Low	Percentage Score Range: 60 - 69
Description: A Low Rating means a student is likely to require intensive one-on-one instruction for a period of time determined by student progress.	
Rating: Not Ready	Percentage Score Range: 59 or Below
Description: A Not Ready Rating means a student is likely to require RTI services or specially designed services to acquire the school readiness level as same-age-peers.	

Appendix M
Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1a. Follow words from left to right, top to bottom, and page-by-page.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that words on a page progress: <ul style="list-style-type: none"> • from left to right and • from top to bottom 		Follow: <ul style="list-style-type: none"> • words from left to right • words top to bottom • words page by page 	

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1b. Recognize that spoken words are represented in written language by specific letters.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> spoken words are represented in written language by specific sequences of letters 			

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1c. Understand that words are separated by spaces in print.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> Recognize that words are separated by spaces in print. 			

Reading Standard: Foundation

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF1d. Recognize and name all upper and lowercase letters of the alphabet.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standards.

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that: <ul style="list-style-type: none"> • And name all upper and lowercase letters of the alphabet. 		Name all upper and lowercase letters of the alphabet.	

RF: Demonstrate understanding of the organization and basic features of print			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF.2a. Recognize and produce rhyming words.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize rhyming words.		Produce rhyming words.	

RF: Demonstrate understanding of spoken words, syllables, and sounds.			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 1
Standard: RF.2e. Add or substitute individual sounds in simple, one-syllable words to make new words.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize rhyming words: <ul style="list-style-type: none"> • short vowel sounds • initial sounds • ending sounds 		Substitute individual sounds in simple one syllable words to make new words	

RF: Know and apply grade-level phonics and word analysis skills in decoding words.			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 3
Standard: RF.3a: Demonstrate basic knowledge of one-to-one letter – sound correspondences by producing the primary or many of the most frequent sound for each consonant.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize one-to-one letter correspondence for each consonant	Distinguish the differing sounds of consonants	Say the sound that corresponds to the consonant.	

RF: Know and apply grade-level phonics and word analysis skills in decoding words.			
Reading Strand: Foundation Skills	Cluster: Print Concepts	Grade: K- Readiness	Standard #: 3
Standard: RF.3c: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Read high-frequency sight words		Read high-frequency sight words.	

RF: Read emergent-reader texts with purpose and understanding.			
Reading Strand: Foundation Skills	Cluster: Fluency	Grade: K- Readiness	Standard #: 4
Standard: RF.4. Read emergent-reader texts with purpose and understanding.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundation skills for Reading Standards 1-3 Recognize that there are different purposes for reading emergent-reader texts .	Apply Foundational Skills reflected in Reading Standards 1-3 Determine the purpose for reading emergent-reader texts	Read emergent texts: <ul style="list-style-type: none"> • with purpose • for understanding 	

Reading Standard: Informational Text

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Reading Strand: Informational Text	Cluster: Craft and Structure	Grade: K- Readiness	Standard #: 5
Standard: RI.5: Identify the front cover, back cover, and title page of a book.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
. Identify: -front cover -back cover -title page			

Reading Standard: Informational Text

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Reading Strand: Informational Text	Cluster: Craft and Structure	Grade: K- Readiness	Standard #: 6
Standard: RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: -name the author -name the illustrator -define what an author does -define what an illustrator does			

Reading Standard: Informational Text

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Reading Strand: Informational Text	Cluster: Range of Reading and Text Complexity	Grade: K- Readiness	Standard #: 10
Standard: RI.10: Actively engage in group reading activities with purpose and understanding.			
Type: <u>X</u> Knowledge <u>X</u> Reasoning ___ Performance Skill ___ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
Actively engage in group reading activities: -ask and answer questions about details, identify the main topic, and retell key details identify front and back cover; title; name the author and illustrator; identify the role of each in presenting the information in text.	Actively engage in group reading activities: -ask and answer questions about details, identify the main topic, and retell key details -identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text.		

Reading Standard: Literature

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Reading Strand: Literature	Cluster: Key Ideas and Details	Grade: K Readiness	Standard #: 3
Standard: RI.3. With prompting and support, identify characters, settings, and major events in a story.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
With prompting and support: Define: -character -setting -major events Identify the -character(s) -setting -major events of a story			

Reading Standard: Literature

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Reading Strand: Literature	Cluster: Key Ideas and Details	Grade: K- Readiness	Standard #: 1
Standard: RL.1 With prompting and support, ask and answer questions about key details in a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance	Product Target
With prompting and support: *identify key details in a text *ask questions about key details *answer questions about key details			

Reading Standard: Literature

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.			
Reading Strand: Literature	Cluster: Craft and Structure	Grade: K Readiness	Standard #: 5
Standard: RI.5: Recognize common types of texts (e.g., storybooks, poems)			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize common types of text such as: -story books -poems			

Reading Standard: Literature

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Reading Strand: Literature	Cluster: Craft and structure	Grade: K Readiness	Standard #: 6
Standard: RL6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: -name the author -name the illustrator -define what an author does -define what an illustrator does			

Reading Standard: Literature

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Reading Strand: Literature	Cluster: Integration of Knowledge and Ideas	Grade: K Readiness	Standard #: 7
Standard: RL.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify illustrations Know how to describe	With prompting and support: -describe a moment in the story using the illustrations that depict it. -describe how the illustrations and story are related as they appear.		

Reading Standard: Speaking and Listening

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Reading Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: K- Readiness	Standard #: 1
Standard: SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify ideas from kindergarten topics and texts. Identify agreed-upon rules for discussion Recognize how others listen Recognize how others move conversations along	Decide comments and questions appropriate to the topic of discussion Observe if agreed-upon discussion rules are being followed	Participate in conversations about kindergarten topics and texts Follow agreed-upon rules for discussion Listen while others are speaking Listen and respond to continue conversations with peers and adults	

Reading Standard: Speaking and Listening

CCR: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Reading Strand: Speaking & Listening	Cluster: Comprehension and Collaboration	Grade: K Readiness	Standard #: 5
Standard: SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that asking questions is an appropriate strategy to further understanding -Identify questions Identify answers Identify situations in which: -help is needed -information is needed -clarification is necessary	Formulate appropriate questions to seek: -help -information -clarification	Ask questions to: -seek help -get information -clarify something that is not understood Answer questions in order to: -seek help -get information -clarify something that is not understood	

Math Standard: Counting and Cardinality

CCM: Know number names and the count sequence			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 1
Standard: 1a. Count (verbal sequence only) to 20 by ones starting at 1.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Count (verbal sequence only) to 20 by ones starting at 1.			

Math Standard: Counting and Cardinality

CCM: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 3
Standard: 3a. Write numerals 0 to 20.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Write numerals 0 to 20.			

Math Standard: Counting and Cardinality

CCM: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Math Strand: Counting & Cardinality	Cluster: Know Number Names & Count Sequence	Grade: K- Readiness	Standard #: 3
Standard: 3b. Write the number that represents a given number of objects from 0-20.			
Type: <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
	Write the number that represents a given number of objects from 0 to 20.		

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4a. Match each object with one and only one number name and each number with one and only one object.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Match each object with one and only one number name and each number with one and only one object. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4b. Realize that the last number name said tells the number of objects counted.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Match each object with one and only one number name and each number with one and only one object. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted. Realize that the last number name said tells the number of objects counted.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Understand the relationship between numbers and quantities.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 4
Standard: 4c. Understand that each successive number name refers to a quantity that is one larger.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Represent quantities using numbers and represent numbers using quantities.	Realize that the last number name said tells the number of objects counted. Generalizes that each successive number name refers to a quantity that is one larger.	When Counting objects, say the number names in order while matching each object with a number.	

Math Standard: Counting and Cardinality

CCM: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 5
Standard: 5a. Count to answer “how many?” questions, using manipulative arranged in a rectangular array, circle, or as many as 10 things in a scattered configuration.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Count up to 20 objects that have been arranged in a line, rectangular array, or circle.	Match each object with one and only one number name and each number with one and only one object Conclude that the last number of the counted sequence signifies the quantity of the counted collection.	Given a number from 1-20, count out that many objects.	

Math Standard: Counting and Cardinality

CCM: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Math Strand: Counting & Cardinality	Cluster: Count to Tell the Number of Objects	Grade: K- Readiness	Standard #: 5
Standard: 5b. Given a number from 1-20, count out that many objects.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Count up to 20 objects that have been arranged in a line, rectangular array, or circle. Count as many as 10 items in a scattered configuration.	Match each object with one and only one number name and each number with one and only one object. Conclude that the last number of the counted sequence signifies the quantity of the counted collection.	Given a number from 1-20, count out that many objects.	

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or

equal to the number of objects in another group, e.g., by using matching and counting strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6a. Identify whether the number of objects in one group is greater than the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than another group of objects.		

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting

strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6b. Identify whether the number of objects in one group is less than the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than or equal to another group of 10 or fewer objects.		

Math Standard: Counting and Cardinality

CCM: Identify whether the number of objects in one group is greater than, less than, or

equal to the number of objects in another group, e.g., by using matching and counting strategies.			
Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 6
Standard: 6c. Identify whether the number of objects in one group is equal to the number objects in another group by using matching and counting strategies.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects.		

Math Standard: Counting and Cardinality

CCM: Compare two numbers between 1 and 10 presented as written numerals.
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Math Strand: Counting & Cardinality	Cluster: Compare Numbers	Grade: K- Readiness	Standard #: 7
Standard: 7: Compare two numbers between 1 and 10 presented as written numerals.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin **the** standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know the quantity of each numeral.	Determine whether a written number is greater than, less than, or equal to another written number.		

Math Standard: Geometry

CCM: Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons,

Cubes, Cones, Cylinders, and Spheres)			
Math Strand: Geometry	Cluster: Identify & Describe Shapes	Grade: K-Readiness	Standard #: 1
Standard: 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
Type: <u> X </u> Knowledge <u> X </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Describe positions such as above, below, beside, in front of, behind, and next to.	Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words.		

Math Standard: Geometry

CCM: Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)

Math Strand: Geometry	Cluster: Identify & Describe Shapes	Grade: K-Readiness	Standard #: 2
Standard: 2. Correctly name shapes regardless of their orientations or overall size.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know that size does not affect the name of the shape.			

Math Standard: Geometry

CCM: Analyze, Compare, Create, and Compose Shapes			
Math Strand:	Cluster: Analyze,	Grade: K-	Standard #: 5

Geometry	Compare, Create, & Compose Shapes	Readiness	
Standard: 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input checked="" type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
<p>Recognize and identify (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)</p> <p>Identify shapes in the real world.</p>	<p>Analyze the attributes of real world objects to identify shapes.</p>		<p>Construct shapes from components (e.g. sticks and clay balls)</p> <p>Draw shapes</p>

Math Standard: Geometry

CCM: Analyze, Compare, Create, and Compose Shapes			
Math Strand:	Cluster: Analyze,	Grade: K-	Standard #: 6

Geometry	Compare, Create, & Compose Shapes	Readiness	
Standard: 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles to make a rectangle?”			
Type: <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Identify simple shapes (squares, triangles, rectangles, hexagons)	Analyze how to put simple shapes together to compose a new or larger shape.	Compose a new or larger shape using more than one simple shape.	

Math Standard: Measurement and Data

CCM: Describe and Compare measurable attributes

Math Strand: Measurement & Data	Cluster: Describe and Compare Measurable Attributes	Grade: K- Readiness	Standard #: 1
Standard: 1. Describe measurable attributes of objects, such as length, or weight. Describe several measurable attributes of a single object.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Know that objects have measurable attributes and know what they are called, such as length and weight.</p> <p>Describe an object by using attributes such as: width, height, length, weight, etc.</p> <p>Describe more than one measurable attribute of a single object.</p>			

Math Standard: Measurement and Data

CCM: Describe and Compare measurable attributes			
Math Strand:	Cluster: Describe and	Grade: K-	Standard #: 2

Measurement & Data	Compare Measurable Attributes	Readiness	
Standard: 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the differences. For example, directly compare the heights of two children and describe one child as taller/shorter.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin **the** standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
<p>Know the meaning of the following words: more/less, taller/shorter, etc.</p> <p>Know that two objects can be compared using a particular attribute.</p>	<p>Compare two objects and determine which has more and which has less of the measurable attribute to describe the difference.</p>		

Math Standard: Measurement and Data

CCM: Classify Objects and Count the Number of Objects in Each Category			
Math Strand:	Cluster: Classify	Grade: K-	Standard #: 3

Measurement & Data	Objects/Count the Number of Objects in Each Category	Readiness	
Standard: 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Recognize non-measurable attributes such as shape, color	Classify objects into categories by particular attributes.	Count objects in a given group,	
Recognize measurable attributes such as length, weight, height		Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten).	
Know what classify means			
Know what sorting means			
Know that a category is the group that an object belongs to according to a particular, selected attribute.			
Understand one to one correspondence with ten or less objects.			

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Math Strand: Operations and Algebraic Thinking	Cluster: Understand addition & subtraction	Grade: K-Readiness	Standard #: 1
Standard: 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
<p>Know adding is putting together parts to make the whole.</p> <p>Know subtracting is taking apart of taking away from the whole to find the other part.</p> <p>Know the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting.</p>	<p>Analyze addition or subtraction problem to determine whether to ‘put together’ or ‘take apart.’</p> <p>Model an addition/ subtraction problem given a real-life story.</p>	<p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations in multiple ways, e.g., $2+3=5$, $5=2+3$</p>	

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand:	Cluster: Understand	Grade: K-	Standard #: 1

Operations and Algebraic Thinking	addition & subtraction	Readiness	
Standard: 2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem.)			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Add and subtract within 10	<p>Solve addition and subtraction word problems within 10.</p> <p>Use objects/drawings to represent an addition and subtraction word problem.</p>	Use objects/drawings to represent an addition and subtraction word problem, then solve.	

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand:	Cluster: Understand	Grade: K-	Standard #: 1

Operations and Algebraic Thinking	addition & subtraction	Readiness	
Standard: 3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g. by using objects or drawings, and record each decomposition by a drawing or equation (e.g. $5 = 2 + 3$ and $5 = 4 + 1$.)			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Solve addition number sentences within 10.	Decompose numbers less than or equal to 10 in pairs in more than one way. Use objects or drawings, then record each composition by a drawing or writing an equation.		

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand: Operations and	Cluster: Understand addition & subtraction	Grade: K- Readiness	Standard #: 1

Algebraic Thinking			
Standard: 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, (e.g. by using objects or drawings, and record the answer with a drawing or equation.			
Type: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Know that two numbers can be added together to make ten	Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, equations, or Representations.		

Math Standard: Operations and Algebraic Thinking

CCM: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
Math Strand: Operations and Algebraic	Cluster: Understand addition & subtraction	Grade: K-Readiness	Standard #: 1

Thinking			
Standard: 5. Fluently add and subtract within 5.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target.	Reasoning Target	Performance Skill Target	Product Target
Fluently with speed and accuracy add and subtract within 5.			

Appendix M

Internet Resource List

The following Internet sites offer many educational activities that your child will enjoy while they learn.

www.pbs.org

www.starfall.com

www.funbrain.com

www.scootpad.com

www.abcmouse.com



2T²: Tools To Teach Transition
Homework Contract
(Week of _____)

Using the learning materials provided, I agree to work with my child ten (10) minutes per day, Monday – Thursday.

Monday
I worked with my child using:

Wednesday
I worked with my child using:

Parent's Signature

Parent's Signature

Tuesday
I worked with my child using:

Thursday
I worked with my child using:

Parent's Signature

Parent's Signature

Core Content 4.1 Common Core Standards	I Can Statements
WEEK 1- <i>GOLD Obj</i> : 1a, 1b, 1c, 2a, 3c, 6, 7a, 8a, 8b, 10a, 11a, 17a, 29, 33, 34 <i>KY Early Childhood Benchmarks</i> -Arts 1.1.1, 1.4.1, Language Arts-1.1.2, 2.1.1, 2.1.2, 3.1.3, 4.3..1, Health/Mental Wellness-1.1.2, Math 1.1.1, 1.1.3, Physical Education 1.1.2, 1.4.1, Science 1.1.1, Social Studies 1.4.1, 1.4.3 <i>Head Start Framework</i> -Language Development 1.2.1; Literacy 2.2.1; Math 3.1.1; Science 4.2.2; Creative Arts 5.1.2, 5.2.1; Social 6.1.1, 6.2.1, 6.4.1, Approaches to Learning 7.1.1; Physical 8.1.1, 8.2.1, 8.3.3 IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.	I can follow rules, routines, and procedures. I can recognize my first name. I can put materials in proper locations. I can learn how to use the centers and the materials in the classroom. I can follow basic bus safety and pedestrian safety rules.
Identify Sub-Topics	Critical Vocabulary
Learning Rocks Welcome	school, teacher, friend, classmate, principal, janitor, nurse, safety, rules
Balanced Assessment	Resources
Formative: Teacher Observations Work Samples	United Streaming GOLD Teaching Strategies
Suggested Activities	
<p>*Discuss Circle Time Rules (with Visual) Eye Watching, Ears Listening, Lips Waiting, Hands (body) Ready</p> <p>* Discuss Centers and Center Procedures: Say the rules out loud as you point to them on the chart. Take an object from each center-a block from the block center, a dress form the dramatic play center, a puzzle from the math & manipulative center, etc. Place the objects on circle time rug and ask the students to direct you to the "home" of each object; walk around the room, pretending to put the item in the wrong home.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 2)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1a, 1b, 1c, 2d, 4, 6, 7a, 7b, 8b, 9b, 10a, 11a, 17a, 20a, 21a, 28, 29, 33, 34 <u>KY Early Childhood Standards:</u> Arts-1.2.1, 1.3.1 Language Arts 1.2.2, 2.1.2, 4.2.1; Health-1.1.4, 1.2.1, 1.2.2 Math-1.1.1, 1.1.2; Physical-1.1.4 1.4.2, Science-1.1.1; Social Studies-1.4.1, 1.6.2 <u>Head Start Framework</u> -Language-1.1.2; Literacy-2.2.2, 2.4.3; Math-3.1.1; Science-4.2.2; Arts-5.1.2, 5.2.1; Social-6.2.1, 6.3.1, 6.4.1, 6.5.1; Approaches to Learning-7.1.1; Physical-8.1.1, 8.2.2, 8.3.2 IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.	I can do it. I can name my school. I can identify my classmates by name. I can name my teacher. I can follow simple directions. I can take care take of my own personal needs. I can demonstrate self –confidence
Identify Sub-Topics	Critical Vocabulary
Learning Rocks Let’s Get Acquainted	
Balanced Assessment	Resources
Teacher Observations Summative: Design of Authentic Products Anecdotal Notes GOLD Common: Dial-4	United Streaming GOLD Teaching Strategies
Suggested Activities	
<p>*Introduce ‘I can do it’ board. Explain the board shows different things we can do and that we will add our names to the different sections of the board to display that ‘we can do it.’ Explain that we will add to and remove pages from the board as we learn new things.</p> <p>*During morning meeting, play the ‘I Can Do It’ video by David Kisor. Place the CD (I Can Do It) in the listening/music center for free choice. At the beginning of each circle time, for the next several weeks, play the I Can Do It song and perform hand movements with the song.</p>	

Greenup County Preschool Curriculum (Week 3)	
Core Content 4.1 Common Core Standards	I Can Statements
Week 3: Gold Obj: 1c, 2c, 3a, 6, 7a, 8a, 9d, 11b, 14b, 16a, 18a, 20a, 21b, 26, 29, 35 <u>Kentucky Early Childhood Benchmarks</u> - Arts-1.1.2, 1.4.1; Language Arts- 1.2.2, 1.3.2, 2.2.2, 3.1.1; Health-1.1.2, 1.2.4, 1.2.1, 1.4.5 Math-1.2.1, 1.2.6, 1.3.1; Physical Education 1.1.4, 1.4.1; Science 1.1.2; Social Studies 1.1.1, 1.2.1, 1.4.4 <u>Head Start Outcomes</u> : Language- 1.1.2, 1.2.1, Literacy-2.3.1, 2.4.2, Math- 3.1.1, 3.2.1, Science-4.1.1, Arts-5.1.1, 5.2.1 Social-6.1.2, 6.2.1, 6.3.1, 6.4.1, Approaches to Learning-7.1.2, 7.2.1, Physical- 8.1.1, 8.2.1, 8.3.2 IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.	I can do it. I can take care of my own personal needs I can spell my name. I can write lines, letters, or letter like forms. I can make predictions. I can follow basic safety rules. I can identify colors.
Identify Sub-Topics	Critical Vocabulary
Get on Board the Safety Train: Fire Safety, Recognizing Emergencies, 911	safety, road, street, police, fire drill, tornado, earthquake, hazard, 911
Balanced Assessment	Resources
Formative: Teacher Observations, Work Samples Summative: Work Samples, Portfolio Common: GOLD, Anecdotal Notes	Web United Streaming Safety Drill Visuals and Books
Suggested Activities	
Fire Safety Activities: ...Stop, Drop, and Roll...calling 9-1-1...Fire Safety at home/school *Introduce word wall: Discuss what the word wall is and how we can use the wall when writing or during learning activities. Allow students to add their names to the word wall and add selected vocabulary to the word wall as well.	

Greenup County Preschool Curriculum (Week 4)	
Core Content 4.1 Common Core Standards	I Can Statements
WEEK 4- <i>GOLD Obj</i> : 2d, 4, 7b, 8b, 9c, 10b, 11b, 11c, 15a, n 16a, 18a, 19a, 20a, 20b, 22, 25, 26, 28, 29, 30, 31, 32, 33, 36 <i>Kentucky Early Childhood Benchmarks-</i> Arts-1.1.2, 1.1.3, 1.2.3, 1.4.1 Language Arts 1.3.3, 2.2.2, 3.1.3, 4.2.3, 4.3.3, Health and Mental Wellness 1.1.1, 1.4.2, Math 1.2.1, 1.2.3, 1.2.6, Physical Education 1.3.2, 1.4.2, Science 1.1.1, Social Studies 1.2.1, 1.5.1, 1.5.3, 1.6.1 <i>Head Start Outcomes:</i> Language-1.2.2; Literacy-2.1.1, 2.4.1, 2.5.1, Math-3.1.1, 3.2.2; Science-4.1.1, Arts-5.1.1, 5.4.1, Social-6.1.2, 6.5.1, 6.5.2; Approaches to Learning- 7.1.2, 7.2.1; Physical-8.1.2, 8.2.2, 8.3.3	I can recognize similarities and differences. I can tell you what is the same. I can tell you what is different. I can (route) count to five. I can recognize some letters. I can recognize some numbers. I can tell you if I am a boy or girl. I can write my name.
Identify Sub-Topics	Critical Vocabulary
All About Me	favorite, like, dislike, same, different, similar, unique, special, colors
Balanced Assessment	Resources
Formative: Teacher Observations Work Samples	United Streaming Web Bean Bags
Suggested Activities	
<p>* Read the Box of Crayons & We are Alike and Different</p> <p>* Student sing-in book: Start student sign-in book this week and continue throughout the year. Students sign-in as they arrive or at another set time in the day. Initially, have students' first name on the top of their sign-in page or have their name written in highlighter so they can trace their name. Activity is easily modifiable for specific student needs. As students progress, remove visual cues and add or switch to writing last name.</p> <p>*Children create drawings or art projects depicting themselves. Display creations with family photos that children brought in during first week of school.</p> <p>*Identify and discuss 'I Can Do It' statements posted throughout the room.</p>	

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Greenup County Preschool Curriculum (Week 5)	
Core Content 4.1 Common Core Standards	I Can Statements
WEEK 5-GOLD Obj: 2d, 6, 9d, 10a, 11c, 12b, 13, 15a, 16a, 21a, 22, 23, 25, 28, 29, 31, 32, 33, 36 <u>Kentucky Early Childhood Standards- Arts</u> 1.1.2, 1.2.3, 1.4.1 Language Arts 1.3.3, 2.2.2, 3.1.1, 3.5.1, 4.3.1, Mental Health 1.2.5, 1.3.1, Math 1.1.2, 1.2.2, 1.4.1, Physical Education 1.2.1, 1.4.3 Science 1.4.1 Social Studies 1.2.3, 1.5.1, 1.5.2, 1.5.3, 1.6.4 <u>Head Start Outcomes:</u> Language-1.2.3, Literacy-2.1.1, 2.4.1, Math-3.1.3, Science-4.2.2, Arts- 5.1.1, 5.2.2, Social-6.1.1, 6.5.2, 6.5.4, Approaches to Learning-8.1.2, 8.2.3, 8.3.3	I can tell you my address. I can compare and contrast. I can demonstrate body (spatial) awareness. I can compare sizes. I can recognize my place in family structure. I can count to five.
Identify Sub-Topics	Critical Vocabulary
Learning Rocks: More About Me and My Family	family, sibling, brother, sister, infant, baby, house, apartment, trailer, mobile home, pet, roles
Balanced Assessment	Resources
Formative: Teacher Observations, Work Samples Summative: Design of Authentic Products Common: Anecdotal Notes	United Streaming Jack Hartman CD (We Are Family) Web Visual Aids
Suggested Activities	
<p>*Simon Says using body parts</p> <p>* Bring in a picture of your family. Show it to your class. Talk about who your family members are. Explain that every family looks different. Encourage students to share who is in their family.</p> <p>*Song We Are Family (Jack Hartman)</p> <p>* Show Families PowerPoint from http://kinderfriends.com/powerpoints.html</p> <p>*Game-pass the ball to music when the music stops they tell where they live</p>	

Greenup County Preschool Curriculum (Week 6)
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Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1c, 2b, 3a, 4, 9b, 11e, 12b, 13, 14a, 15a, 16a, 16b, 17b, 18b, 19a, 20b, 21a, 24, 30, 33, 34, 36 <u>Kentucky Early Childhood Standards</u> -Arts 1.1.2, 1.4.1, Language Arts 1.2.4, 2.1.4, 2.2.2, 3.4.2, 3.6.1, Health 1.4.2, Math 1.1.5, 1.2.4, 1.3.2, 1.4.5 Physical Education 1.1.4, 1.2.1, 1.4.4, Science 1.2.1, Social Studies 1.2.2, 1.3.3, 1.4.1, 1.6.5 <u>Head Start Outcomes:</u> Language 1.1.3, Literacy-2.1.2, 2.2.2, 2.4.2, 2.5.1, Math-3.1.2, 3.2.1, 3.3.2, Science-4.1.2, Arts-5.2.3, Social-6.5.2, 6.5.3, Approaches to Learning-7.3.1, Physical-8.1.2, 8.2.3, 8.3.3	I can write my name. I can tell you my address. I can notice beginning letters in words. I can identify community helpers. I can explain what community helpers are.
Identify Sub-Topics	Critical Vocabulary
Community Helpers	fire, flame, firefighter, officer, badge, dentist, floss, doctor, nurse, stethoscope, money, goods, services, job, occupation, career
Balanced Assessment	Resources
Formative: Work Samples Summative: Design of Authentic Products Portfolio Common: Anecdotal Notes	United Streaming Book Every Smile Counts Web Play Money
Suggested Activities	*Field Trips to community locations (fire station, police station, grocery store...) *Invite community helpers to come in and visit or share their role in helping the community.

Greenup County Preschool Curriculum (Week 7)	
Core Content 4.1 Common Core Standards	I Can Statements

<p>Gold Obj: 7a, 7b, 8b, 9a, 11c, 11d, 12a, 12b, 13, 15a, 16a, 19b, 22, 23, 24, 26, 28, 33</p> <p><u>KY EC Standards-</u> Arts- 1.1.1, Language 3.2.1, 3.4.1, 3.5.1, Health-1.3.1, 1.4.2, Math-1.1.3, 1.2.7, 1.3.2, Physical-1.4.3, Science-1.1.2, 1.2.2, 1.3.1, 1.5.2</p> <p><u>Head Start Outcomes:</u> Literacy-2.4.1, 2.5.2, Math-3.1.5, 3.2.1, 3.2.4, 3.3.2, Science-4.1.3, 4.2.1, 5.2.3, Social-6.1.2, 6.2.3, Approaches to Learning- 7.1.4, Physical-8.2.3, 8.3.2</p>	<p>I can identify colors.</p> <p>I can sort based on color.</p> <p>I can use a variety of materials to create 3-D art.</p> <p>I can label pictures using letter like forms or scribbles.</p> <p>I can tell you my address.</p> <p>I can identify some numbers.</p>
Identify Sub-Topics	Critical Vocabulary
Learning Rocks Welcome	colors, blue, red, green, yellow, hue, mix, combine
Balanced Assessment	Resources
<p>Formative: Teacher Observations, Work Samples</p> <p>Summative: Design of Authentic Products</p> <p>Common: Anecdotal Notes</p>	<p>Deck of UNO Cards</p> <p>United Streaming</p> <p>Web</p> <p>Old Magazines</p> <p>Paper Plates</p> <p>Gummy Bears</p>
Suggested Activities	
<p>*Show I See Colors PowerPoint from http://science.pppst.com/colourspectrum.htm</p> <p>* Gummy Bear Sorting. Draw lines on a paper plate to make sections for sorting.</p> <p>Color Hunt (Transition to or from Circle)-Ask children to find an item that is a specific color and to bring it to the circle rug...(sort, count, describe items)</p> <p>* Have children search through magazines for specific color pictures, and glue them onto construction paper.</p> <p>*Card Game: Play color/number 'go fish'...Use 2 of each number and color from a set of UNO cards...Game procedures similar to 'go fish'...children must identify color and number when asking another player if they have the match...Game is easily modified.</p>	

Greenup County Preschool Curriculum (Week 8)	
Core Content 4.1 Common Core Standards	I Can Statements

<p><u>GOLD Obj:</u> 1b, 5, 6, 7a, 7b, 8b, 9a, 11c, 12a, 21a, 21b, 22, 23, 24, 25, 28</p> <p><u>KY EC Standards</u>-Arts 1.1.1, LA-2.1.2, 3.2.1, Health 1.4.2, Math 1.2.1, 1.2.2, 1.2.4, 1.3.2, PE- 1.3.2, Science 1.4.1, Social Studies 1.2.1</p> <p><u>Head Start Outcomes</u>- Literacy 2.3.1, 2.5.1, Math 3.2.1, 3.2.3, 3.3.2, Science 4.1.2, Social 6.3.2, Approaches to Learning 7.1.4, Physical 8.1.1, 8.2.2</p>	<p>I can recognize basic shapes.</p> <p>I can identify and find basic shapes in my environment.</p> <p>I can sort based on shape.</p> <p>I can create and duplicate shapes.</p> <p>I can tell you my address.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Look at the Shape I'm In: Square, Rectangle, Triangle, Circle,</p>	<p>shapes, circle, square, rectangle, triangle</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples</p>	<p>Web Old Magazines Blocks Jack Hartman CD Math All Around Me Poster Board to make shapes</p>
<p>Suggested Activities</p>	
<p>Shape People & Poems: Cindy Circle: Visual (Person made from all circles)-I am Cindy Circle. Watch me turn Round and round and you will learn I'm not straight and I don't bend. My outside edges never end. Sammy Square: Visual (Person made from all Squares) Sammy Square is my name. My four sides are just the same. Turn me around, I don't care. I'm always the same. I'm a square Ricky Rectangle: Visual (Person made from all Rectangles) -Ricky Rectangle is my name. My four sides are not the same. Two are short and two are long. Count my sides. Come along---- one, two, three, four. Tommy Triangle: Visual (Person made from all Triangles) Tommy Triangle is the name for me. Count my sides---there's one, two, three. *Have students make shapes in air.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 9)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p><u>GOLD Obj:</u> 2b, 2c, 3b, 4, 5, 6, 7a, 7b, 8a, 8b, 9a, 9c, 10a, 11a, 11b, 11d, 12a, 12b, 13, 14b, 15a, 15b, 15c, 16b, 17a, 17b, 18a, 18b, 20a, 21a, 23, 25, 26, 28, 33, 34, 35, 36</p> <p><u>KY EC Standards-Art</u> -1.1.2, 1.2.3, 1.4.1; Languages-2.1.1, 2.1.2, 3.1.3, 3.4.1, 3.4.3, 3.6.2, 4.3.2, 4.3.5; Health-1.2.1, 1.2.2, 1.2.5, 1.3.2, 1.3.3; Math-1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7, 1.3.2, 1.4.5; Physical-1.1.1, 1.1.4; Science 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.4.1, 1.4.2, 1.5.3; SocialStudies-1.1.1, 1.17, 1.2, 1.2.2, 1.4.4, 1.6.1, 1.6.2, 1.6.3</p> <p><u>Head Start Outcomes:</u> Language-1.1, 1.2, 1.2.3 Literacy-2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.4.2, 2.4.3, 2.4.4 Mathematics-3.1.1, 3.1.4, 3.2.1, 3.2.4, 3.2.5, Science-4.2.5 Arts-5.1.1, 5.2.2, 5.2.1, 5.3.1, 5.4.1 Social-6.2.1, 6.2.2 ApproachesToLearning-7.1.4, 7.3.1, 7.3.3 Physical-8.1.1, 8.2.1, 8.2.3</p>	<p>I can identify rhymes.</p> <p>I can recite basic rhymes.</p> <p>I can notice rhyming patterns.</p> <p>I can play with words, sounds, and rhymes.</p> <p>I can invent rhymes.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Mother Goose on the Loose Humpty Dumpty & Little Miss Muffet</p>	<p>egg, broken, crown, pail, rhyme, Tuffett, curds, whey, pattern, syllables</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations Work Samples Summative: Design of Authentic Products Common Anecdotal Notes GOLD</p>	<p>Eggs (plastic, fresh eggs, boiled eggs) Milk Vinegar Story (Character) Puppets</p>
<p>Suggested Activities</p>	
<p>*Humpty Dumpty: Show and discuss all of the Humpty Dumpty books and posters that you can find. Create a Venn Diagram about likes and differences. Discuss Humpty Dumpty, he is an egg and eggs break if they are not handled carefully. Ask the students, "Where is Humpty Dumpty, and is it a safe place for him to be? Complete Humpty Dumpty web (why, who, what, where) Ask what would have happened if Humpty fell in water or a different soft material when he fell off the wall.</p>	

***Little Miss Muffet:** Children use vinegar and milk to create curds and whey. Children make observations, predictions, and analyze results. After, students sample cottage cheese and create graphic organizer writing their names under columns listed (I like curds and whey, I do not like curds and why, and Not Yet (for students undecided)).

Greenup County Preschool Curriculum (Week 10)	
Core Content 4.1 Common Core Standards	I Can Statements
GOLD Obj: 2b, 2c, 3b, 4, 5, 6, 7a, 7b, 8a,	I can recite basic rhymes.

<p>8b, 9a, 9c, 10a, 11a, 11b, 11d, 12a, 12b, 13, 14b, 15a, 15b, 15c, 16b, 17a, 17b, 18a, 18b, 20a, 21a, 23, 25, 26, 28, 33, 34, 35, 36</p> <p><u>KY EC Standards</u>-Art -1.1.2, 1.2.3, 1.4.1; Languages-2.1.1, 2.1.2, 3.1.3, 3.4.1, 3.4.3, 3.6.2, 4.3.2, 4.3.5; Health-1.2.1, 1.2.2, 1.2.5, 1.3.2, 1.3.3; Math-1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7, 1.3.2, 1.4.5; Physical-1.1.1, 1.1.4; Science 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.4.1, 1.4.2, 1.5.3; SocialStudies-1.1.1, 1.17, 1.2, 1.2.2, 1.4.4, 1.6.1, 1.6.2, 1.6.3</p> <p><u>Head Start Outcomes</u>: Language-1.1, 1.2, 1.2.3 Literacy-2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.4.2, 2.4.3, 2.4.4 Mathematics-3.1.1, 3.1.4, 3.2.1, 3.2.4, 3.2.5, Science-4.2.5 Arts-5.1.1, 5.2.2, 5.2.1, 5.3.1, 5.4.1 Social-6.2.1, 6.2.2 ApproachesToLearning-7.1.4, 7.3.1, 7.3.3 Physical-8.1.1, 8.2.1, 8.2.3</p>	<p>I can notice rhyming patterns.</p> <p>I can play with words, sounds, and rhymes.</p> <p>I can invent rhymes.</p> <p>I can begin to notice words that begin the same</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Mother Goose on the Loose Hey Diddle Diddle</p>	<p>Grandfather clock, crown, pail, well, nimble, quick, rhyme, pattern, syllables</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Assessment: Teacher Observations, Work Samples Summative: Design of Authentic Products Common Anecdotal Notes</p>	<p>Nurseries Rhyme Character Puppets Nursery Rhyme Books</p>
<p>Suggested Activities</p>	
<p>* Rhymes on PowerPoint from www.kellyskindergarten.com * Use teacher created stick puppets to retell/act out various nursery rhymes (Little Miss Muffett, Hey Diddle Diddle etc...) *Powerpoint of rhymes on www.kinderfriends.com.</p>	

<p>Greenup County Preschool Curriculum (Week 11)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p>GOLD Obj:2b, 2c, 3a, 4, 7b, 11d, 12a, 12b, 13, 18a, 20a, 21a, 22, 23, 24, 25, 26, 27, 31, 34</p> <p>KY EC Standards:Arts-1.1.2, 1.4.1, 2.2.1, 3.6.4, 4.2.2, 4.3.1, Health-1.2.2, Math-1.1.5, 1.1.6, 1.1.7, 1.3.3, Physical-1.4.4, Science-1.1.2, 1.2.2, 1.3.2, 1.4.1</p> <p>Head Start Outcomes:Language-1.2.3, Literacy-2.1.3, 2.2.1, Math 3.1.5, 3.2.1, 3.2.33.3.1, Science-4.1.2, 4.2.2, Arts-5.2.2, 5.3.1, Social-6.3.3, Approaches to Learning- 7.3.1, Physical-8.1.2, 8.2.3</p>	<p>I can recognize and identify signs of fall.</p> <p>I can observe that leaves change colors.</p> <p>I can examine and explore ways that animals prepare for winter.</p> <p>I can make and communicate observations.</p> <p>I can tell you my phone number.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Leaves Changing Colors, Harvest, Animals Prepare for Winter</p>	<p>fall, autumn, seasons, hibernate, migrate, adapt, harvest, deciduous (lose leaves), evergreen, coniferous (keep leaves)</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Work Samples Summative: Design of Authentic Products Common Anecdotal Notes Teaching GOLD</p>	<p>United Streaming Web Hula Hoops Blocks Leaves</p>
<p>Suggested Activities</p>	
<p>*Nature Walk: Take a walk talk about signs of fall...using our senses to observe changes...what do you see? Hear? Collect signs of fall acorns, leaves....</p> <p>*Collection of acorns and have the students classify them by the following: cap/no cap, big/little, dark colored/light colored leaves</p> <p>*Tree trunk or leaf rubbings - Children work in pairs one holds the paper while the other makes tree bark rubbing, then switch. Children can create art projects with leaves and leaf rubbings.</p> <p>*Show United Streaming Fall is Here.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 12)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p><u>GOLD Obj:</u>2b, 2c, 3a, 4, 7b, 11d, 12a, 12b, 13, 18a, 20a, 21a, 22, 23, 24, 25, 26, 27, 31, 34</p> <p><u>KY EC Standards:</u>Arts-1.1.2, 1.4.1, 2.2.1, 3.6.4, 4.2.2, 4.3.1, Health-1.2.2, Math-1.1.5, 1.1.6, 1.1.7, 1.3.3, Physical-1.4.4, Science-1.1.2, 1.2.2, 1.3.2, 1.4.1</p> <p><u>Head Start Outcomes:</u>Language-1.2.3, Literacy-2.1.3, 2.2.1, Math 3.1.5, 3.2.1, 3.2.33.3.1, Science-4.1.2, 4.2.2, Arts-5.2.2, 5.3.1, Social-6.3.3, Approaches to Learning- 7.3.1, Physical-8.1.2, 8.2.3</p>	<p>I can recognize and identify signs of fall.</p> <p>I can observe that leaves change colors.</p> <p>I can examine and explore ways that animals prepare for winter.</p> <p>I can tell you my phone number.</p>
Identify Sub-Topics	Critical Vocabulary
Leaves Changing Colors, Harvest, Animals Prepare for Winter	fall, autumn, seasons, hibernate, migrate, adapt, harvest, deciduous (lose leaves), evergreen, coniferous (keep leaves)
Balanced Assessment	Resources
<p>Formative: Teacher Observations Work Samples</p> <p>Summative: Design of Authentic Products</p> <p>Common Anecdotal Notes Teaching GOLD</p>	<p>United Streaming Web Hula Hoops Blocks Leaves</p>
Suggested Activities	
<p>*Graph leaves that they collected by color or type. * Show Trees are terrific from http; urbanext.illinois.edu/tress1/flash/12s.html * Squirrel Gathering Game- music, hula hoops, blocks-play music and have students pretend to be squirrels gathering nuts (blocks). Use hoops for the squirrels to put their nuts in. When the music stops they return home to the hula hoops *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 13)	
Core Content 4.1 Common Core Standards	I Can Statements

<p>GOLD Obj:2c, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 16a, 17b, 18c, 19b, 20a, 20b, 21b, 22, 33, 34, 37, 38</p> <p>KY EC Standards-Arts -1.1.1, 1.2.1, 1.2.3, 1.3.1, 1.4.1. English-1.1.3, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 3.1.1, 3.1.3, 3.3.1, 3.3.1, 3.3.2, 3.5.1, 3.5.2, 3.5.3, 3.6.3, 3.6.5, 4.2.1, 4.2.2, 4.3.1, 4.3.2, Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.1, 1.2.2, 1.4.5. Math- 1.1.1, 1.1.3, 1.1.4, 1.1.7, 1.2.2, 1.2.4, 1.2.6, 1.3.2, Physical- 1.4.1, 1.4.2, 1.4.4.Science - 1.1.3, 1.2.1, 1.2.2, 1.3.2, 1/4/3 Social - 1.1.2, 1.1.7, 1.4.1, 1.4.2</p> <p>Head Start Outcomes- Language-1.1.1, 1.2.1, 2, 1.3, 2.2.2, 2.3..1, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, Math- 3.1.1, 3.1.4, 3.1.5, 3.1.6, 3.2.3, 3.2.4, 3.3.1, 3, 3.2, 3.3.3, Science- 4.1.5, Creative- 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, Social-6.1.1, 6.3.1, 6.3.2, 6.3.3, 6.4.1, Approaches to learning- 7.1.1, 7.1.2, 7.2.1, Physical 8.2.1</p>	<p>I can observe and explore light.</p> <p>I can make predictions.</p> <p>I can explain how shadows form.</p> <p>I can compare sizes of shadows.</p> <p>I can draw pictures to collect data.</p> <p>I can create shadows.</p> <p>I can tell you my phone number.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>The Truth About Shadows How Shadows Are Made Where Can You Find Shadows?</p>	<p>shadow, opaque, translucent, transparent, light, predict, explore, investigate, silhouettes</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples Summative: Photos/Videos Common: Anecdotal Notes,GOLD</p>	<p>United Streaming Web Flashlight, overhead projector, various sources of light,</p>
<p>Suggested Activities</p>	
<p>*Make shadows with objects from various materials. * Draw and paint pictures of shadows. * Use story starters such as “once upon a time there was an enormous shadow” or “the funniest shadow I ever saw was.” *Use overhead to create silhouettes of each child; Shadow dancing *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 14)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>

<p>GOLD Obj: 1b, 2c, 6, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 15c, 16a, 17b, 18c, 19a, 20a, 20b, 20c, 21b, 23, 33, 34, 37 KY EC Standards-Arts-1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.4.1, 1.11.2, 1.2.1. Language-1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 3.1.1, 3.1.3, 3.2.2, 3.3.1, 3.3.2, 3.4.2, 3.4.5, 4.1.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Health-1.1.1, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.2.2, 1.2, 6, 1.4.5, Math- 1.1.1, 1.1.3, 1.1.9, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, Physical -1.2.1, 1.4.1, 1.4.2, 1.4.3, 1.4.4, Science-1.1.1, 1.1.2, 1.1.3, 1.2, 2, 1.4.2, Social Studies-1.4.1, 1.4.2 Head Start Outcomes- Language 1.1.1, 1.1.2, 1.2.1, Literacy-2.1.1, 2.1.2, 2.1.5, 2.4.2, 2.4.4, 2.5.1, Math- 3.1.1, 3.1.4, 3.1.6, 3.2.1, 3.2.3, 3.2.4, 3.3.2, Science- 4.2.2, Arts- 5.1.1, 5.3.1, Social-6.1.3, 6.2.3, 6.3.1, 6.3.3, Approaches To Learning-7.1.1, 7.1.2, 7.1.3, 7.2.1, Physical Health-8.2.1</p>	<p>I can demonstrate awareness of books (print concepts). I can identify healthy food choices. I can demonstrate one to one correspondence. I can sort objects. I can tell you more or less. I can tell you more or less. I can create patterns. I can use tools to explore.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Nutrition</p>	<p>Nutrition, fruit, vegetable, food pyramid, healthy, grains, bread, pasta, dairy</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Work Samples Summative: Photographs Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Food Pyramid Plastic Foods, Empty milk containers</p>
<p>Suggested Activities</p>	
<p>*Milk/Dairy-show dairy items from box, clean and save 10 milk containers from breakfast, sing Ten bottles of milk on the wall, Ten bottles of milk. Take one down (take it down) Pass it around (pass around your circle-take drink-gulp) Nine bottles of milk on the wall... No bottles of milk on the wall No bottles of milk Oh my tummy feels so funny There's no bottles of milk on the wall (from makelearningfun.com)</p>	
<p>Greenup County Preschool Curriculum (Week 15)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj: 1c, 2d, 3b, 4, 7a, 7b, 8b, 9d,</p>	<p>I can retell stories.</p>

<p>10a, 10b, 11e, 12a, 12b, 13, 14b, 16a, 18c, 21a, 21b, 22, 24, 27, 30, 32, 34, 36 <u>KY EC Standards:</u> Arts 1.1.1, 1.1.3, 1.2.4, 1.3.3, Language 1.2.4, 3.3.1, 3.4.5, 3.6.5, 4.1.2, 4.2.4, Health-1.1.5, 1.2.2 Math - 1.1.3, 1.3.4, 1.4.5 Physical-1.2.2 Science- 1.1.3, 1.2.3, 1.4.3, 1.5.1, Social Studies- 1.1.4, 1.1.5, 1.2.4, 1.6.3 <u>Head Start Outcomes:</u> Language- 1.2.4, Literacy 3.4.3, Math 3.3.4, Science 4.1.5, 4.2.4, Arts-5.1.2, 5.4.2, Social- 6.1.2, 6.3.3, 6.4.3, 6.5.4 Approaches to Learning-7.3.3, Physical - 8.2.3; 8.3.2</p>	<p>I can explore a variety of movements.</p> <p>I can recognize some letters of the alphabet.</p> <p>I can tell you more or less.</p> <p>I can show you more or less.</p> <p>I can demonstrate awareness of books (print concepts).</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Pilgrim and Native Americans: families, different/similar, Native Americans, Pilgrims, Mayflower</p>	<p>pilgrim, Indians, Native Americans, Mayflower, passenger, king, crowded, feast, thanksgiving</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Summative Photographs/Videos Common GOLD Anecdotal Notes</p>	<p>Web United Streaming Foil Teddy Bear Counters Feathers</p>
<p>Suggested Activities</p>	
<p>*Create Rain Sticks (empty water bottles, beads, rice, collage materials, glue, feathers...) *Patterns-Cut a piece of brown construction paper for your headband. On construction paper, print the feathers in a variety of colors. Cut the "feathers" out. Glue the beginning of a pattern to the headband. *Identify and discuss 'I Can Do It' statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 16)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj-2c, 7a, 7b, 8a, 8b, 10a, 11b,</p>	<p>I can recognize some letters in print.</p>

<p>16a, 19a, 20a, 33, 34, 37 <u>KY EC Standards</u>-Arts1.2.1, 1.2.3, 1.3.1, 1.4.2, English/Language- 1.3.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.3.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.5, Math-1.1.1, 1.1.3, 1.1.4, 1.3.2. Physical- 1.4.1, 1.4.2, Science-1.2.1, Social- 1.1.1, 1.4.1, 1.4.2, <u>Head Start Outcomes</u>-Language- 1.1.1, 1.1.2, 1.2.2, Literacy-2.2.2, Math- 3.1.4, 3.2.4, 3.3.2, Science- 4.2.4, Arts-5.1.1, 5.2.1, Social-6.3.3, 6.4.1, Approaches To Learning-7.1.1, 7.1.2, Physical 8.2.2, 8.2.3</p>	<p>I can make some letter sound connections. I can count objects. I can count 10. I can create my own pattern. I can recognize my role within my home.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>THANKSGIVING</p>	<p>holiday, harvest, festival, turkey, baste, pie pan, cookie sheet, celebration, tradition</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Summative Work Samples Photographs Videos Common GOLD Anecdotal Notes</p>	<p>Web United Streaming Brown bag Finger paint Disposable pie pans</p>
<p>Suggested Activities</p>	
<p>*Give each child a brown bag with a turkey cutout attached to front. Program index card with letters that need reinforcement. Place cards in cent of carpet. In turn players draw a card, if they can read it; they "stuff" their turkey with letter. * Letter writing- place orange paint or finger paint in a disposable pie pan. Have enough to cover pan bottom. Encourage them to practice writing letters in paint with fingers or craft sticks *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 17)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj-1a, 1b, 2c, 7a, 7b, 8a, 8b, 10a,</p>	<p>I can use my senses to explore.</p>

<p>11b, 13, 15c, 16a, 17b, 20a, 20c, 26, 33, 34, <u>KY EC Standards</u>-Arts-1.1.1, 1.2.1, 12.2, 1.3.1, Language-1.2.1, 1.2.2, 1.2.5, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.4.5, 3.5.1, 4.2.1, 4.2.4, 4.3.1, Health-1.1.1, 1.1.5, 1.2.1, 1.2.1, 1.2.2, 1.4.2, 1.4.5. Math- 1.1.1, 1.1.3, 1.1.5, 1.1.91.1.11, 1.3.2, Physical-1.1.1, 1.4.1, 1.4.2, Science-1.1.1, 1.5.1, Social-1.2.3, 1.4.1, 1.4.2, 1.4.3 <u>Head Start Outcomes</u> - Language1.1.1, 1.1.2, Literacy- 2.1.1, 2.1.2, 2.1, 3, 2.4.1 2.4.3, 2.5.2, 2.5.2, Math-3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2, 3, 3.2.4, Science-4.2.4, Creative Arts-5.1.1, 5.2.2, 5.4.2, Social/Emotional-6.1.2, 6.1.3, 6.3.1, 6.3.3, 6.4.1, Approaches To Learning-7.1.1, 7.1.2 Physical-8.2.1</p>	<p>I can use my senses to observe and collect data.</p> <p>I can recognize sounds that match.</p> <p>I can produce rhyming words.</p> <p>I can recognize some basic shapes.</p> <p>I can match objects.</p> <p>I can sort objects.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>FIVE SENSES:</p>	<p>touch, feel, sight, dark, bright, light, dim, hear, volume, listen, loud, quiet,</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Summative Work Samples, Photographs Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Finger Paint Books about Senses Texture Blocks</p>
<p>Suggested Activities</p>	
<p>*Writing letters in shaving cream or finger-paint; Texture Blocks *Recognizing common sounds in the environment using environment bingo game (use Google sounds and make bingo card) *Read My Five Senses by Alik *Discovery Box: various materials that children explore with senses...cotton balls, sand paper, different types of bells, scratch and sniff stickers etc.</p>	

<p>Greenup County Preschool Curriculum (Week 18)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj: 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a,15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30,</p>	<p>I can respond and observe art produced by other cultures.</p>

<p>32, 33, 34, 35, 36</p> <p><u>KY EC Standards:</u> Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5, 2.1.4, 2.2.4, 3.2.2, 3.3.2, 3.4.1, 3.4.6, 4.1.2, 4.2.4, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.7, 1.3.4, 1.4.5, Physical-1.2.2, 1.3.2, 1.4.4, Sceince-1.1.2,1.4.2, Social Studies- 1.1.6, 1.2.4, 1.6.3</p> <p><u>Head Start Outcomes</u>-Language-1.2.4, Literacy-2.1.3, 2.4.4, 2.5.2, Math-3.1.6, 3.2.5, 3.3.2, Science-4.1.2 Arts-5.1.2, 5.2.3, 5.3.2 Social-6.3.3, 6.4.3, 6.5.2, 6.5.4,Approaches to Learning-7.1.4, 7.3.3, Physical-8.1.2, 8.2.3, 8.3.3</p>	<p>I can identify some letters in print.</p> <p>I can write some familiar words.</p> <p>I can use math language to express quantity in everyday experiences.</p> <p>I can recognize people are different.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Winter Celebrations Around The World: Mexico, Germany, Hanukkah, Kwanzaa</p>	<p>celebrations, customs, holiday, poinsettia, piñata, sombrero, Hanukkah, menorah</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Photographs Summative Work Samples, Photographs Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Paper stars Globe</p>
<p>Suggested Activities</p>	
<p>*Mexican Hat Dance-put sombrero on floor and stand in a circle around it. When music starts, put your hands on hips and the pattern is right heel, left heel, clap, clap, repeat, when the music changes and hold hands and skip in a circle. *Super star names -stars with letters written on them and students find letters in their name and glue in order. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 19)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj;</u> 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a, 15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30,</p>	<p>I can count, sort, and categorize various boxes.</p>

<p>32, 33, 34, 35, 36</p> <p><u>KY EC Standards:</u> Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5, 2.1.4, 2.2.4, 3.2.2, 3.3.1, 3.4.5, 3.4.6, 4.1.2, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.6, 1.3.4, Physical-1.2.1, 1.2.2, 1.3.2, 1.4.4, Sceince-1.1.2, 1.4.2, Social Studies- 1.1.6, 1.6.3</p> <p><u>Head Start Outcomes</u>-Language-1.2.4, Literacy-2.1.3, 2.4.4, 2.5.2, Math-3.1.6, 3.2.5, 3.3.2, Science-4.1.2 Arts-5.1.2, 5.2.3, 5.3.2 Social-6.3.3, 6.4.3, 6.5.2, 6.5.4, Approaches to Learning-7.1.4, 7.3.3, Physical-8.1.2, 8.2.3, 8.3.3</p>	<p>I can recognize some letters and words in print.</p> <p>I can recognize sounds that match.</p> <p>I can show awareness of time.</p> <p>I can explore a variety of movements</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>DECEMBER HOLIDAYS: holiday symbols, Traditions, Santa, Boxes</p>	<p>Decoration, reindeer, wreath, gift, presents, customs, symbols, celebration, face, edge, corner, dimension,</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Work Samples Summative Work Samples, Photographs Common GOLD, Anecdotal Notes</p>	<p>United Streaming Stocking, Alphabet cards Picture of lump of coal Paper antlers Empty shoe boxes</p>
<p>Suggested Activities</p>	
<p>*Rudolph relay-set up 2 lines. Make a headband for antlers- one for each line. Get 2 empty shoeboxes for each line. The 1st person in each line will step into the shoeboxes, put on antlers, and shuffle the distance, ring bell, and shuffle back. *Variety of boxes (pizza, Chinese, cereal boxes) to add to dramatic play and to build with in blocks; Line boxes from largest to smallest...(make boxes presents wrapped). *Christmas patterns with stamps. *Reindeer Hokey Pokey (Substitute reindeer parts hooves, antlers, fluffy tail, red nose...) .Santa Says (Simon Says)</p>	

<p>Greenup County Preschool Curriculum (Week 20)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj-</u> 3a, 6, 7b, 8a, 8b, 10a, 11d, 12a, 12b, 16a, 19a, 21b, 23, 33, 34, 35</p>	<p>I can tell you my birthday. I can observe and respond to different</p>

<p><u>KY EC Benchmarks</u> - Arts - 1.1.1, 1, 1.2, 1.1.3, 1.2.1, 1.2.2, 3.3.1, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Math - 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.2, 1.3.4, 1.3.5, 1.4.1, Physical Development 1.3.2, Social Studies - 1.1.1</p> <p><u>Head Start Outcomes Framework-</u> Language-1.1.1, 1.1.3, 1.2.1, 1.2.2, Literacy -2.2.1, 2.4.1, 2.4.4, Math - 3.1.2, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, Creative Arts - 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.3.1 5.3.2, Social and Emotional Development - 6.3.1, Approaches to Learning - 7.1.3, 7.1.4, Physical Health and Development - 8.2.2, 8.2.3</p>	<p>forms of art.</p> <p>I can observe and respond to different types of music.</p> <p>I can use letter like forms to represent ideas.</p> <p>I can write familiar words.</p> <p>I can create patterns.</p> <p>I can make basic shapes.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>CREATIVE ARTS: Painting, drawing, dance, music</p>	<p>art, artist, painting, painter, drawing, collage, create, rhythm</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Art Mediums Pictures of famous works of art</p>
<p>Suggested Activities</p>	
<p>*Patterns using paint and sponges. * Shapes using pipe cleaners- have them make various shapes and then make their favorite and glue on paper. * Discuss what art is. Ask if they know what an artist is. Tell them an artist is anyone who makes art. Show pictures of famous art from Internet. Talk about different types of media used to make the pictures. See if students can identify medium used-paint, clay. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 21)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD-1b, 7a, 7b, 8b, 11d, 12b, 13, 16a, 16b, 19a, 20a, 20b, 21a, 21b, 22, 23, 24, 26, 28, 33</p>	<p>I can tell you my birthday. I can define what a magnet is and what it</p>

<p><u>KY EC Benchmarks</u>-Arts 1.1.1 English- 2.1.2, 2.1.3, 2.2.1, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.2.1, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.4.1, 1.4.4, Science- 1.1.2, 1.2.1, 1.2.2, 1.4.1, 1.5.1 Social - 1.4.1, 1.4.2,</p> <p><u>Head Start Outcomes Framework</u>- language-1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1,, Math- 3.1.1, 3.1.4, 3.2.4 Science- 4.1.1,4.1.2, 4.1.3 4.2.4, Creative Arts- 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2</p>	<p>does.</p> <p>I can identify familiar everyday uses of magnets.</p> <p>I can classify materials.</p> <p>I can use letter like forms to represent ideas.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Magnets</p>	<p>magnet, magnetic, iron, poles, steel metal</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples Summative Work Samples, Photographs Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Variety of magnets</p>
<p>Suggested Activities</p>	
<p>* Use a shoe box, metal marble, paint and magnet to create magnetic pictures *Give each child a few pieces of paper, and allow the preschoolers to stick the paper to the board with a magnet, starting with one piece of paper and gradually adding more. Guide the children in observing the ability of the different magnets to keep papers adhered to the board without slipping. Ask the preschoolers which magnets are the strongest and whether or not the size of the magnet is important in determining strength and weakness * More Than Magnets www.redleafpress.org/More-Than-Magnets-e-book-P667.aspx *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 22)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD</u> Obj-1b, 3b, 7a, 7b, 8a, 8b, 10a, 12a, 12b, 16a, 19a, 20a, 20c, 24, 33, 37</p>	<p>I can tell you my birthday.</p>

<p><u>KY EC Benchmarks</u>-Arts1.1.1, English/Language- 1.3.1, 2.1.2, 2.2.2, 3.1.1, 3.1.3, 3.3.1, 3.3.2, 4.1.1, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.4, 1.1.4, 1.1.5, 1.1.9, 1.1.0, 1.4.3, Physical-1.4.1, 1.4.2, Science- 1.1.3, 1.4.1, 1.4.2, 1.6.6.</p> <p><u>Head Start Outcomes</u>-Language-1.1.1, 2.1.1, 2.1.5, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math-3.1.1, 3.1.4, 3.1.6, 3.2.3 Science- 4.1.1, 4.2.4, Creative Arts-5.1.1, Social/Emotional-5.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4.1, Approaches To Learning- 7.2.1, 7.1.4, Physical Health-8.2.2, 8.2.3</p>	<p>I can label, describe and differentiate between different types of weather.</p> <p>I can dress appropriately for the weather.</p> <p>I can explore prisms to see how light creates rainbows.</p> <p>I can use scientific inquiry skills.</p> <p>I can recognize letters.</p> <p>I can print familiar words.</p> <p>I can count objects to 10 or beyond.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Weather</p>	<p>weather, forecast, tornado, hurricane, storm, downpour, drizzle, sprinkle, blizzard, snowflake, flurry, sunny, sunshine, clouds, cloudy, overcast, foggy</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	<p>Web Internet Play dough Straws Weather Themed Books</p>
<p>Suggested Activities</p>	
<p>*What Can the Wind Move? This is a science experiment with wind, where children blow on objects using a straw to simulate the wind. We first predict which of these objects can be moved by wind: paper cup, cotton, yarn, block, rock..</p> <p>*Counting-cut clouds from white paper and blue play-dough. Write number on cloud and have them make correct number of raindrops from blue play-dough</p> <p>*Read It looked like spilled Milk</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 23)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj: 4, 11e, 12b, 13, 16a, 16b, 20a, 20b, 20c, 22, 23, 24, 25, 32</p>	<p>I can tell you my birthday.</p>

<p><u>Kentucky Early Childhood Standards-Arts</u> 1.2.3, 2.2.3, 3.3.1, Health - 1.4.2, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.2.3, 1.2.6, 1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3, Physical Development - 1.2.2, Science - 1.1.2, 1.2.2, 1.4.1, 1.5.3, Social Studies - 1.1.7</p> <p><u>Head Start Outcomes -Language-</u> 1.1.1, 1.1.2, Literacy-2.1.1, 2.2.1, 2.3.4, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.2, 3.1.4, 3.1.5, 3.2.4, 3.3.1, Science- 4.1.1, 4.1.2, 4.1.5, 4.2.4, Creative Arts- 5.2.2, 5.2.1, Social/Emotional- 6.1.1, 6.1.2, Approaches To Learning - 7.1.1, 7.2.1, 7.3.1, 7.3.3, Physical Health- 8.2.2, 8.2.3</p>	<p>I can describe typical winter weather.</p> <p>I can dress appropriately for winter weather.</p> <p>I can investigate with temperature.</p> <p>I can count objects.</p> <p>I can write my name and letters.</p> <p>I can count and recognize numbers.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Winter</p>	<p>Ice, icicle, snow, snowflake, blizzard, cold, freeze, sled, ski, skate, mitten, glove, scarf, toboggan, hat</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	<p>Web Internet Gloves/ mittens Ice; Bowls; Cotton Balls Shaving Cream Corn Starch, Styrofoam Cups</p>
<p>Suggested Activities</p>	
<p>*Use Styrofoam cups to create a child size igloo with the children. (Works best if base of igloo is prepared before students begin working on project. Stock the finished igloo with soft blankets and winter themed books. *Counting-make cards with different numbers of snowballs on them. Give them cotton balls and let them count out the number of snowballs on each card using cotton balls as counters</p>	

<p>Greenup County Preschool Curriculum (Week 24)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj: 4, 11e, 12b, 13, 16a, 16b, 20a, 20b, 20c, 22, 23, 24, 25, 32</p>	<p>I can describe how animals adapt to winter weather.</p>

<p><u>Kentucky Early Childhood Standards-Arts</u> 1.2.3, 2.2.3, 3.3.1, Health - 1.4.2, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.2.3, 1.2.6, 1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3, Physical Development - 1.2.2, Science - 1.1.2, 1.2.2, 1.4.1, 1.5.3, Social Studies - 1.1.7</p> <p><u>Head Start Outcomes:</u> Language - 1.1.3, 1.1.1, Math - 3.1.2, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.4, Science - 4.1.5, 4.2.1, Creative Arts - 5.2.2, 5.4.1, Approaches to Learning - 7.3.2, Physical Health & Development - 8.1.1</p>	<p>I can explain the terms hibernate, migrate and adapt.</p> <p>I can use non -standards methods of measurement.</p> <p>I can sort objects.</p> <p>I can identify letters and begin letter sound connections.</p> <p>I can print letters</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Animals in Winter</p>	<p>hibernate, migrate, adapt, survive, habitat</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples</p> <p>Summative Work Samples, Photographs Videos</p> <p>Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Yarn Stuff animals Chart Paper</p>
<p>Suggested Activities</p>	
<p>*Ask students to list way they stay warm and feed in winter. Does much change about their lives? What Changes? What stays the same? Now discuss what animals do in the winter to live (migrate, hibernate, adapt) birds fish and some bugs migrate, rabbits, squirrels, deer, beaver, mice adapt, bears, skunks, chipmunks, and some bats hibernate.</p> <p>*Turn Igloo (from Week 22) into Cave. Children use paper mache technique to cover outside of igloo. On second day children paint the cave and add details. Cave can be used as a quiet play center.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 25)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>; 4, 5, 6, 7a, 8b, 11b, 13, 16a, 19a, 20c, 21b, 22, 23, 24, 32</p>	<p>I can identify different types of transportation.</p>

<p><u>KY EC Standards:</u> Arts 1.1.1, 2.1.2, 3.3.3, 4.3.5 Health-1.1.5 Math-1.1.5, 1.1.7, 1.2.1, 1.3.4 Physical-1.2.2, 1.3.2 Science-1.1.3, 1.2.2, 1.4.3, 1.5.3 Social Studies-1.2.3</p> <p><u>Head Start Outcomes:</u> Language-1.1.3, Literacy-2.4.1, 2.5.1 Math 3.1.6, 3.3.1, Science-4.1.4, Arts-5.2.3, 5.3.2, Social-6.3.3 Approaches to Learning-7.1.4, Physical-8.1.1, 8.2.3</p>	<p>I can define transportation.</p> <p>I can explore cause and effect.</p> <p>I can write or illustrate to convey meaning</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Transportation</p>	<p>transportation, travel, vehicle, automobile, sailboat, submarine, ship, locomotive, engine, caboose, airplane, airport, helicopter</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Photographs Work Samples Summative Anecdotal Notes, Photographs Common GOLD</p>	<p>Transportation pictures Unifix cubes Paper Web United Streaming</p>
<p>Suggested Activities</p>	
<p>*Name trains-glue squares with the letters of their name on a strip of paper to make a name train. Add a paper engine and draw on the wheels * Patterns-work in pairs, each school in one color of unifix cubes to work with. The children make an AB pattern, one child adding one color and the other adding the next color taking turns adding to the train * Transportation on United Streaming *Sorting pictures of transportation based on where they travel. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 26)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>Gold Obj-1c, 2c, 4, 5, 6, 8b, 13, 20a, 21a, 24, 29, 30</p>	<p>I can identify the size location of my heart.</p>

<p><u>Head Start Outcomes</u>-Langauage-1.1.2, Math-3.1.4, 3.2.1, 3.3.4, Science-4.1.1, Arts-5.3.1, Social-6.1.2,6.4.2, Approaches to Learning- 7.4.1, Physical and Health- 8.1.2, 8.3.1, 8.3.2</p> <p><u>EC Standards</u>-Arts-1.1.1, Language-1.3.4, 2.1.2, 2.2.4,4.2.1, Health-1.1.3, Math-1.1.5, 1.1.9, 1.2.1, 1.3.1, 1.3.5, Physical- 1.1.4, 1.2.1,1.2.2, 1.3.2, Science- 1.2.1, 1.2.3,1.5.2, Social Studies-1.1.7,1.6.1,</p>	<p>I can name body parts and their function.</p> <p>I can explain that exercise makes the heart beat faster.</p> <p>I can identify activities that are good for the heart.</p> <p>I can name different types of exercises.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Healthy Me</p>	<p>heart, pump, circulate, muscle, exercise, germs, illness</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Work Samples, Photographs Summative Anecdotal Notes, Photographs Common GOLD</p>	<p>Web Doctor kit Model of the heart Exercise equipment such as balls, jump rope</p>
<p>Suggested Activities</p>	
<p>* Blank books for exercise log and stories. *Interlocking blocks to your block area such as duplo or larger legos. The children can use these materials to build a hospital, a gym, a park or playground to play on! Also provide toy people and pets to walk in the park! Use larger blocks to make cars, trucks or ambulances to get where they need to be. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 27)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj:</u> 1a, 2b, 3a, 3b, 5, 12b, 13, 14a, 15a, 15b, 15c17a, 17b, 18b, 18c, 21a, 22</p>	<p>I can recognize rhyming words. I can produce rhyming words.</p>

<p><u>KY EC Standards:</u> Language-3.1.1, 3.2.1, 3.2.2, 3.4.1, 3.4.3, 3.4.6, 3.5.2, , 4.3.5, Health-1.1.3 Math-1.2.11.4.2, 1.4.3 Physical-1.2.1, Science-1.2.2, Social Studies-1.6.3, 1.6.6</p> <p><u>Head Start Outcomes:</u> Literacy-2.1.4, 2.2.4, 2.3.3, 2.4.2, 2.5.2, Math-3.2.3, 3.3.3, Science- 4.1.5 Arts-5.1.1, 5.4.1 Social-6.2.3, 6.4.3, Approaches to Learning-7.3.3, Physical 8.1.1, 8.2.3</p>	<p>I can identify some beginning sounds.</p> <p>I can use illustrations to tell a story.</p> <p>I can identify opposites.</p>
Identify Sub-Topics	Critical Vocabulary
	author, illustrator, real, nonsense, imagine, pretend, fantasy
Balanced Assessment	Resources
<p>Formative Teacher Observations, Work Samples</p> <p>Summative Work Samples</p> <p>Common GOLD, Anecdotal Notes</p>	<p>Web</p> <p>United Streaming</p> <p>Dr. Seuss Books</p> <p>Alphabet Chart</p>
Suggested Activities	
<p>*Sing the alphabet song. Talk about how letters make up words and how each letter has it own sound. Pick a letter like T and tell the students what sound it makes. Then come up with a list of words that start with that letter.</p> <p>*Sorting using alpha bits cereal</p> <p>*Create Dr. Seuss name necklaces. Children sort through paper Dr. Seuss hats to locate the letters that spell their name. Students then lace the hats in order on string and create a name necklace.</p> <p>*Use Dr. Seuss ‘The Foot Book’ to compare, contrast, sort, and measure with shoes and feet.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Greenup County Preschool Curriculum (Week 28)	
Core Content 4.1 Common Core Standards	I Can Statements
<u>GOLD Obj:</u> 1a, 2b, 3a, 3b, 5, 12b, 13, 14a, 15a, 15b, 15c17a, 17b, 18b, 18c, 21a, 22	I can recognize rhyming words.

<p><u>KY EC Standards:</u> Language-3.1.1, 3.2.1, 3.2.2, 3.4.1, 3.4.3, 3.4.6, 3.5.2, , 4.3.5, Health-1.1.3 Math-1.2.11.4.2, 1.4.3 Physical-1.2.1, Science-1.2.2, Social Studies-1.6.3, 1.6.6</p> <p><u>Head Start Outcomes:</u> Literacy-2.1.4, 2.2.4, 2.3.3, 2.4.2, 2.5.2, Math-3.2.3, 3.3.3, Science- 4.1.5 Arts-5.1.1, 5.4.1 Social-6.2.3, 6.4.3, Approaches to Learning-7.3.3, Physical 8.1.1, 8.2.3</p>	<p>I can produce rhyming words.</p> <p>I can identify some beginning sounds.</p> <p>I can use illustrations to tell a story.</p> <p>I can identify opposites.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Dr. Seuss: Rhymes, Real and Make Believe</p>	<p>author, illustrator, real, nonsense, imagine, pretend, fantasy</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Work Samples Summative Work Samples Common GOLD, Anecdotal Notes</p>	<p>Web United Streaming Dr. Seuss Books Alphabet Chart</p>
<p>Suggested Activities</p>	
<p>*Children assist to prepare and cook Green Eggs and Ham. Students then create a visual listing the steps they followed and/or a graphic organizer to compare/contrast which children liked or did not like Green Eggs and Ham.</p> <p>*Children dictate or write a ‘Dr. Seuss’ story. Children also create illustrations to accompany their stories. Assemble stories into a Dr. Seuss classroom book.</p> <p>*Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 29)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj: 1b, 7a, 7b, 8a, 8b, 10a, 12b, 14a, 16a, 16b, 18b, 19a, 18b, 23, 24, 33, 37</p>	<p>I can define and list what an astronaut does.</p>

<p><u>KY EC Standards</u>-Arts-1.1.1, 1.4.1, language-1.2.1, 1.2.2., 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.2.2, 3.3.1, 3.3.2, 3.4.5, 3.4.6, 4.2.3, 4.2.4, 4.3.1, 4, 3, 2m Health-1.1.1, 1.1.5, *1.4.2, 1.4.5, Math-1.1.1, 1.1.3, 1.1.9, 1.1.11, 1.4.1, Physical-1.4.1, 1.4.2, Science-1.2.1, 1.2.3, 1.4.2, Social-1.2.4, 1.4.1., 1.4.2, 1.4.4</p> <p><u>Head Start Outcomes</u>-Language-1.1., 2.1.1, Literacy-2, 1, 3, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.2, 3.1.4, 3.2.4, 3.3.1, Science- 4.1.1, 4.2.4 Creative Arts- 5., 4.2, Social/Emotional - 6.1.1, 6.1.2, 6.5.2, Approaches To Learning-7.1.1, 7.1.4, Physical Health- 8.2.1, 8.2.2, 8.2.3</p>	<p>I can demonstrate knowledge of the Earth’s environment.</p> <p>I can identify and describe using the words more, less, and equal to.</p> <p>I can use a variety of tools and simple measuring devices to gather information, and investigate materials.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Adventure In Space: rocket, astronaut, planets, stars, moon</p>	<p>space, astronaut, solar system, comet, planet, Earth, star, moon, rocket, launch</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations Work Samples Summative Work Samples Common GOLD, Anecdotal Notes</p>	
<p>Suggested Activities</p>	
<p>* Read book Best Dressed Astronaut from http://nasa.gov/audience/forstudentns/k-4/playandlearn/best-dressed-astronaut.html, * Game Counting Backward-write numbers on board 10 to 1. erase numbers as class counts backward. Pretend to be space shuttles. Have them squat on floor and count backward to blast off. Everyone jumps up as high as they can. * Show Junior space Scientist from United Streaming *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Appendix O Greenup County Preschool Curriculum (Week 30)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj:- 2b, 7a, 7b, 9d, 10a, 11a, 11d, 13, 14a, 14b, 17a, 20a, 20c, 23, 30, 32</p>	<p>I can recognize that people differ in language, dress, and food.</p>

<p><u>KY EC Benchmarks</u> - Arts - 1.1.1, 1.2.4, 2.1.4, 3.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, Health/Mental Wellness - 1.2.4, 1.4.3, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.3.1, 1.3.2, Physical Development - 1.4.2, Science 1.1.3, Social Studies - 1.2.4, 1.6.3 <u>Head Start Outcomes</u>-Language-1.2.2, 2.2.2, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.2.4, 3.3.1, 3.32, Creative Arts - 5.4.1, 5.4.2, Physical Health & Development 8.2.1, 8.2.2</p>	<p>I can recognize and identify colors. I can sort based on more than one attribute. I can recognize numbers. I can count objects</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Holidays:; ST. PATICK’S WEEK Green, Ireland, shamrock</p>	<p>Ireland, Irish, Leprechaun, Appalachian, Culture, diversity, map, globe</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Teacher Observations, Anecdotal Notes Summative Work Samples, Photographs, Videos Common: GOLD, Anecdotal Notes</p>	<p>United Streaming Irish Music & Video Clips Darby O’Gill & The Little People</p>
<p>Suggested Activities</p>	
<p>*Counting and numbers-Cut out pots out of black construction paper. They use them to make “play dough gold pieces” out of yellow play dough that matches number on pot. *Color Hair Poem: Create visual of poem...write color words in correct color and the word rainbow in multiple colors so children can ‘read’ the poem on their own. Rainbow Hair: Rainbow purple, Rainbow blue Rainbow green and yellow too Rainbow orange and rainbow red Rainbow colors on my head Colors, colors everywhere I like rainbows in my hair. *Children create rainbow hair faces using collage materials</p>	

<p>Appendix O Greenup County Preschool Curriculum (Week 31)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLDObj</u>:- 1a, 12b, 13, 18a, 19b, 20a, 23, 25, 27</p>	<p>I can make comparisons between several objects base on a single attribute.</p>

<p><u>KY EC Benchmarks</u>-Language Arts- 1.1.1, 1.2.3, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 4.2, 1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.9, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.4, Science-1.2.2, 1.4.1, Social - 1.4.1, 1.4.2, 1.6.6</p> <p><u>Head Start Outcomes</u>-Language-1.1.1, 1.1.2, Literacy-2.1.1, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2.4, Science-4.1.1, 4.2.3, Creative Arts- 5.2.2, Social/Emotional- 6.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4, 1, ApproachesToLearning-7.1.1, 7.1.2, 7.1.3, 7.2.2, Physical- 8.2.1, 8.2.2, 8.2.3</p>	<p>I can measure and graph.</p> <p>I can adapt or modify my predictions.</p>
<p><u>Identify Sub-Topics</u></p>	<p><u>Critical Vocabulary</u></p>
<p>Spring</p>	<p>Spring, season, plants, tend, garden, hatch, sprout, bud, rain, drizzle, sprinkle, flowers, seeds, pollen, nectar, petals</p>
<p><u>Balanced Assessment</u></p>	<p><u>Resources</u></p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs, Videos Common GOLD</p>	
<p><u>Suggested Activities</u></p>	
<p>*Flower math manipulatives -small colored flowers to be used for sorting, counting and patterning. * Online story The Lucky Seed from plants/pppst.com/seed.html *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 32)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLDObj</u>:- 1a, 12b, 13, 18a, 19b, 20a, 23, 25, 27</p>	<p>I can notice beginning letters in words.</p>

<p><u>KY EC Benchmarks</u>-Language Arts- 1.1.1, 1.2.3, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 4.2, 1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.9, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.4, Science-1.2.2, 1.4.1, Social - 1.4.1, 1.4.2, 1.6.6</p> <p><u>Head Start Outcomes</u>-Language-1.1.1, 1.1.2, Literacy-2.1.1, 2.4.1, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.1, 3.1.4, 3.2.1, 3.2.2, 3.2.4, Science-4.1.1, 4.2.3, Creative Arts- 5.2.2, Social/Emotional- 6.1.2, 6.1.3, 6.2.3, 6.3.1, 6.4, 1, ApproachesToLearning-7.1.1, 7.1.2, 7.1.3, 7.2.2, Physical- 8.2.1, 8.2.2, 8.2.3</p>	<p>I can make comparisons between several objects base on a single attribute.</p> <p>I can demonstrate ability to use writing materials.</p> <p>I can measure and graph information.</p> <p>I can identify many letters..</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Spring</p>	<p>plants,garden, hatch, sprout, bud, rain, flowers, seeds, pollen, nectar, petals</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	<p>Caterpillars Butterfly Habitat</p>
<p>Suggested Activities</p>	
<p>*Butterfly Activities: Discuss life cycle (Butterfly), display visuals, Discuss and observe caterpillars and butterfly habitat. Children observe and make predictions as caterpillars build cocoons and turn into butterflies. A day after the butterflies emerge from their cocoons, have a releasing activity and release the butterflies outside or inside the classroom. If inside, make sure to provide several live plants/flowers for butterflies to utilize.</p>	

<p>Greenup County Preschool Curriculum (Week 33)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj:-1a, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 23, 28, 33, 37</p>	<p>I can observe, describe, and discuss the natural world, materials, living things, and</p>

<p><u>KY EC Standards</u>-Art-1.1.1, 1.1.3, English Language- 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.4.5, 4.2.1, 4.2, 2, 4.2.4, 4.3.1, Health- 1.1.1, 1.1.5, 1.2.2, 1.2.4, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.9, 1.1.10, 1.1.11, 1.3.5, Physical -1.4.1', 1.4.2, Science- 1.1.1, Social-1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u>:-Language- 1.1.1, 1.2.3, Literacy- 2.1.1, 2.1.2, 2.1.3, 2.4.1, 2.4, 3, 2.4.4, Math- 3.1.1, 3.1.2, 3.1.4, 3.2.4, 3.3.1, Science- 4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.2, 5.2.4, Social Emotional-6.1.1, 6.1.2, 6.3.1, 6.4.1, Approaches To Learning- 7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3,</p>	<p>natural processes.</p> <p>I can write and copy words.</p> <p>I can recognize, duplicate, and extend simple patterns using a variety of materials.</p> <p>I can combine, separate and name how many concrete objects.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Spring</p>	<p>Spring, season, rebirth, duckling, hatch, cocoon, metamorphosis</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative: Teacher Observations</p>	<p>Internet</p>
<p>Summative: Photographs, Videos</p>	<p>Plastic Eggs, Stirrers, Straws</p>
<p>Suggested Activities</p>	
<p>1. Game-pass the egg-10 plastic eggs and put numbers from 1 to 10 in them. Mix eggs in bowl. Put on some music and have the children pass one egg. When the music stops the child holding egg should open in and cluck the same number of times as the number inside the egg. For example if the egg as the number 3 inside the child would say cluck, cluck, cluck while the others count the clucks</p> <p>2. Recognizing name and writing name using circles to make caterpillar. Have them count out enough circles for each letter of their name. Write on each letter.</p>	

<p>Greenup County Preschool Curriculum Week 34)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p><u>GOLD Obj</u>:-1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33</p>	<p>I can participate in story time actively.</p>

<p><u>KY EC Standards</u>-Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3</p>	<p>I can write recognizable letters.</p> <p>I can name and write some numbers.</p> <p>I can create original patterns.</p> <p>I can ask simple scientific questions</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Insects</p>	<p>Insects, bugs, bees, wasps, beehive, honeycomb, ant, colony, cooperate, fireflies, lightening bugs, lady bugs, aphids</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs, Videos Common GOLD, Anecdotal Notes</p>	
<p>Suggested Activities</p>	
<p>*Collecting and Observing bugs/insects on a nature hunt. * Sorting, counting, comparing with bug/insect manipulatives *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p>Greenup County Preschool Curriculum (Week 35)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>WEEK 1- <u>GOLD Obj</u>: 1a, 1b, 1c, 2a, 3c, 6, <u>GOLD Obj</u>:-1a, 1b, 7a, 7b, 8b, 13, 15a,</p>	<p>I can participate in story time actively.</p>

<p>16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33</p> <p><u>KY EC Standards</u>-Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3</p>	<p>I can identify some know letters of the alphabet.</p> <p>I can write recognizable letters.</p> <p>I can name and write some numbers.</p> <p>I can create original patterns.</p> <p>I can ask simple scientific questions.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Wonderful Worms:Earthworms, Habitats, Environment, Recycle</p>	<p>Worm, habitat, recycle, reuse, environment, refuge</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs Videos Common GOLD, Anecdotal Notes</p>	<p>Soil Grass Seeds Newspaper Spray Bottle Chart Paper</p>
<p>Suggested Activities</p>	
<p>*Earthworm Habitat: Children learn about small animals and explore science concepts by exploring with worms. Children create a worm habitat using a small aquarium or other suitable container. (Place small rocks on the bottom of the container, then alternate layers of soil and newspaper. Place a few scraps of fruit or vegetables in the soil.) Children go on a worm hunt to collect worms for the habitat.</p>	

<p>Greenup County Preschool Curriculum Week 36)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj:-1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33</p>	<p>I can explain the word Environment.</p>

<p><u>KY EC Standards</u>-Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2 <u>Head Start Outcomes</u> -Language-1.1.1, 1.1.2, Literacy- 2.1.1, 2.3.1, 2.4.1, 2.4.3, 2.4.4, Math- 3.1.1, 3.1.4, 3.2.4, 3.3.1, 3.3.2, Science-4.1.1, 4.2.4, Creative Arts-5.1.1, 5.2.1, 5.2.2, Social- 6.1.1, 6.1.2, 6.3.1, Approach To Learning-7.1.1, 7.1.2, 7.2.1, Physical-8.2.1, 8.2.2, 8.2.3</p>	<p>I can count, sort, categorize, and measure recycled trash and garbage. I can observe and then create art from recycled materials.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Environment: water, land, air, reduce, reuse, recycle</p>	<p>Reuse, reduce, recycle, pollution, litter, garbage, trash, environment, Earth, landfill, dump</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common Anecdotal Notes</p>	
<p>Suggested Activities</p>	
<p>*Puzzles made from cereal box front *Alphabet soup-using old newspaper: Children cut out letters from recycled food containers, newspapers etc. Place letters in quick oat containers that are decorated to look like cans of soup. Use the cans of ‘alphabet soup’ in the writing or library center for literacy activities. *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

<p style="text-align: center;">Greenup County Preschool Curriculum (Week 37)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj:-4, 7a, 7b, 8a, 8b, 10a, 11d, 12b, 19a, 20a, 20b, 22, 23, 32, 37</p>	<p>I can use complex and varied spoken vocabulary.</p>

<p><u>KY EC Standards</u>-Arts-1.1.1, 1.3.1, English-2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.5.1, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2, Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.2, 1.4.3, Social - 1.1.1, 1.1.7, 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u> -Language- 1.1.1, 1.1.2, Literacy- 2.1.1, 2.1.2, 2.1.3, 2.4.1, 2.4.3, 2.4.4, 2.5.2, Math- 3.1.1, 3, 1, 2, 3, 1, 4, 3.2.4, 3.3.1, Science- 4.11, 4.1.2, 4.1.5, 4.2.1, Creative Arts- 5.1.1, 5.2.2, 5.2.3, Social - 6.1.1, 6.1.2, 6.3.1, Approaches To Learning- 7.1.1, 7.1.2, 7.3.3 Physical- 8.2.1, 8.2.2, 8.2.3</p>	<p>I can count in sequence to 10 and beyond.</p> <p>I can name the position of objects and use terms such as up, down, under.</p> <p>I can demonstrate awareness of math language (take away...etc.).</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Ocean</p>	<p>Whale, dolphin, starfish, beach, ocean, wave, seashore, coast, sand, driftwood, shells, hermit crab, salt, water, lake, float</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples, Checklists Summative Work Samples, Photographs, Videos Common GOLD, Dial-4</p>	<p>Internet Globe Sand Craft sticks Water Salt</p>
<p>Suggested Activities</p>	
<p>*Show globe and point out the oceans-tell names of the oceans * Introduce that ocean water is salty, using 2 clear cups fill each with water and in one cup stir in 3 T of salt. Label the cups A and B, ask the student to predict what will happen when you place an egg in cup A. Place the egg in carefully. Next ask, what will happen if you put in cup B. ask why-salt adds density to the water so objects float. * Writing letters using sand, plate, and craft stick.</p>	

<p>Greenup County Preschool Curriculum (Week 38)</p>	
<p>Core Content 4.1 Common Core Standards</p>	<p>I Can Statements</p>
<p>GOLD Obj: 1b, 2d, 3a, 4, 6, 8a, 9b, 10a, 11c, 11d, 12b, 14a, 15c, 16a, 21b, 25, 27,</p>	<p>I can show increasing skill in print.</p>

<p>32, 33</p> <p><u>KY EC Standards</u>:-Arts-1.1.1, 1.3.2, 1.3.3, English- 1.2.1, 1.2.2, 1.2.5, 1.3.1, 1.3.2, 2.1.1., 2.1.2, 2.1.3, 2.2.3, 3.1.1, 3.3.1, 3.4.5, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2, Health- 1.1.1, 1.1.5, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.10, 1.11, 1.3.2, 1.3.3, Physical- 1.1.1, 1.4.1, 1.4.2, Science- 1.1.1, 1.1.2, 1.2.1, Social- 1.1.1, 1.1.2, 1.1.7, 1.4.1, 1.4.2</p> <p><u>Head Start Outcomes</u>: Language Development 1.2.2; Literacy 2.1.5, 2.2.4, 2.4.1, 2.5.4, Math 3.1.6, 3.2.4; Science 4.2.1, 4.2.2; Creative Arts 5.3.2; Social 6.1.2, 6.2.3, 6.5.4; Approaches to Learning 7.1.4; Physical 8.2.1</p>	<p>I can make letter sound connections.</p> <p>I can recognize some numbers and associate number concepts.</p> <p>I can follow basic health and safety rules, such as fire and water safety.</p>
<p>Identify Sub-Topics</p>	<p>Critical Vocabulary</p>
<p>Summer Fun: sports, picnic, camping, water safety</p>	<p>Sports, team, sportsmanship, camp, tent, picnic, water, life jacket</p>
<p>Balanced Assessment</p>	<p>Resources</p>
<p>Formative Work Samples Checklists Summative Work Samples, Photographs, Videos</p>	<p>Internet, Maps United Streaming Lincoln Logs Brown Bags Small Tent</p>
<p>Suggested Activities</p>	
<p>*Camp Fire: Lincoln logs and red/orange tissue paper- encourage them to pretend to make a fire with Lincoln logs and tissue paper, discuss fire safety and campfire rules *Add a small tent and camping supplies to dramatic play * Mystery Bag - Three objects beginning with the same letter are placed in a bag (such as ball, bug, and button for B). The leader pulls each item out of the bag, names each item, and the class guesses the mystery letter *Identify and discuss ‘I Can Do It’ statements posted throughout the room.</p>	

Appendix P

Appendix P lists the reading and math resources used during the implementation of Homework Academy. Other materials, such as Skittles and M & M’s were purchased a week prior to use as a math manipulative.

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1985 Bachelor of Arts in Elementary Education
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2000-2013 Principal
Wurtland Elementary
Wurtland, Kentucky

1998-2000 Principal
Lynn Elementary
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1995-1998 School Counselor
Wurtland/Lynn Elementary
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| 2013 | President's Award
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| 1986 | College of Education Award
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