School District of the City of St. Charles

Early Childhood Curriculum

Submitted to the Board of Education

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Early Childhood Curriculum Committee

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Early Childhood Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➢ High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- ➢ Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- ➢ High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- ➢ Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Early Childhood Philosophical Foundation

The St. Charles School District Preschool philosophy is that learning is child-centered, process oriented, and choice driven. A variety of learning opportunities are provided, such as: language and literacy, dramatic play, blocks, science, math, games, puzzles, books, art, music, and motor skills development. Children learn through play in a safe environment that fosters discovery while building on each child's strengths. Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging appropriate behaviors, redirecting and setting clear limits.

Program/Course Description

There is a five-day per week, half-day or full-day program for 3, 4 and 5 year olds. Each multi-age classroom of up to 20 students has a fully certified teacher and a highly qualified teacher aide. The teacher's role is one of facilitator, helping each child gain maximum benefit from each learning experience.

Special Education services are provided in a classroom setting four days per week, half-day or full day sessions for 3, 4, and 5 year olds. Each multi-age classroom of up to 12 students has a fully certified teacher and one or more highly qualified teacher aide(s) as student and classroom needs dictate.

The classroom is child-centered and children are given choices. Children learn by hands-on experiences. They are actively involved in constructing their own knowledge by participating in developmentally appropriate activities. These opportunities are provided through learning centers set up throughout the classroom and include: language, social development, motor development and intellectual development.

Rationale for the Course

Our rationale for the course is to provide a preschool program primarily for the at-risk learner. The intent is to provide exposure and learning opportunities for students who were not previously offered the opportunity to attend preschool. Focus is placed on kindergarten readiness skills and on closing the achievement gap early. The program offers individualized learning experiences in all developmental domains. Recognizing the uniqueness of each child and family, we will develop positive partnerships between home and school, working collaboratively to ensure that each child gains confidence and skills to be a successful learner.

Program Goals/Learner Outcomes

The specific outcomes are outlined in the Missouri Early Learning Standards, which are developed by the Missouri Department of Elementary and Secondary Education. There are content and process standards in the areas of literacy, mathematics, science, health and safety and social/emotional development and approaches to learning. These goals, along with Project Construct Domains, Goals and Assessment Experiences, are embedded throughout the curriculum.

Online Resources to Facilitate Learning for Early Childhood

Websites for kids and teachers to use in class		
If you are looking for….	***Website***	***Link***
ABCs, numbers, stories, holidays, 100th day	Starfall	www.starfall.com
Stories read aloud by actors	Storyline	www.storylineonline.net

Stories read aloud by authors	A Story Before Bed	www.astorybeforebed.com/storytime
ABCs, numbers, holidays, computer games for pre-k	ABCya	www.abcya.com
Color, animals, shapes etc computer games for pre-k	Sheppard Software	http://www.sheppardsoftware.com/preschool/preschool.htm
Movement and brain breaks	Go Noodle	www.gonoodle.com
PBS shows and preschool friendly games	PBS kids	www.pbskids.org
Sesame Street shows and preschool friendly games	Sesame Street	http://www.sesamestreet.org/
Sprout shows and preschool friendly games	Sprout online	www.sproutonline.com
Nick Jr. shows and preschool friendly games	Nick Jr	http://www.nickjr.com/
Preschool shows (Arthur, Daniel Tiger etc) with preschool friendly games	Canadian Broadcast Company channels	http://www.cbc.ca/kidscbc1/ http://www.cbc.ca/kidscbc2/
Computer games & activities for pre-k	Fischer price	http://play.fisher-price.com/en_US/gamesandactivities/onlinegames/index.html
Computer games & activities for pre-k	Fun Brain Jr	www.funbrainjr.com

Websites for kids and teachers to use in class		
If you are looking for….	***Website***	***Link***
Videos, photos and information about animals	National Geographic for kids	http://kids.nationalgeographic.com/
Learn about other countries, songs and activities	Boowa & Kwala	http://boowakwala.uptoten.com/kids/boowakwala-home.html
Photos and live cams of Missouri Wildlife	Missouri Department of Conservation	https://nature.mdc.mo.gov/discover-nature/photos-live-cams

Live cameras of nature around the world	Explore.org Reindeer Cam (Santa's Official Reindeer Live Feed)	http://explore.org/live-cams/player/channel-islands-national-park-sauces-bald-eagle http://explore.org/live-cams/player/polar-bear-cam https://reindeercam.com/
Games, videos and free Ranger Rick Jr. magazines to use as a read aloud	National Wildlife Federation	http://www.nwf.org/kids/ranger-rick-jr.aspx
Games and videos for kiddos to learn about science concepts	Peep and the Big Wide World	http://www.peepandthebigwideworld.com/en/
Games and videos for kiddos to learn about science concepts	Sid the Science Kid	http://pbskids.org/sid/games.html

Websites for teachers & parents to learn more about supporting the preschool child		
Teacher resources and music to download for a fee	Dr Jean	www.drjean.org
Teacher & parent resources for supporting literacy	Reading Rockets	www.readingrockets.org
Lots of nursery rhymes, fingerplays, songs etc for teachers to teach kiddos	Preschool rainbow	http://www.preschoolrainbow.org/preschool-rhymes.htm
Songs that support phonemic awareness for teachers	Songs for teaching	http://www.songsforteaching.com/phonemicawareness.htm

Resources and information on Get Set for School	Handwriting & Math	https://www.hwtears.com/gss
Resources to support science, Download monthly Xplor magazine for free to kids	Missouri Department of Conservation	https://mdc.mo.gov/xplor
30 preschool science experiments	Little Bins for Little Hands	http://littlebinsforlittlehands.com/30-preschool-science-experiments-for-the-young-scientist/
20 preschool science activities	Education.com	https://www.education.com/activity/preschool/science/
20 Science projects for preschoolers	Babble Dabble Do	http://babbledabbledo.com/20-science-projects-for-preschoolers/

YouTube Channels to subscribe to……. www.youtube.com	
If you are looking for…..	**Channel name**
Rhyming, ABC, Number Songs & Music/Movement	Super Simple Learning Songs Learning Station KidsTV123 Patty Shukla Little Baby Bum Dr. Jean Harry Kindergarten Barbara Milne Greg and Steve

	Little Story Bug
Books and literacy skills	Reading Rainbow Super Why Mr. 7 Yea! (Eric Carle books)
Videos for kids about animals, farm life, construction etc	GreatVideosforKids abcteach

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Early Childhood Curriculum Materials

Language & Literacy, Readiness & Writing, Numbers & Math

Pre-Kit and Kit and Kaboodle Get Set for School

- *Readiness & Writing Pre-K Teacher's Guide*
- *My First School Book* activity workbook (20)
- Wood Pieces Set for Capital Letters(6)
- Mat for Wood Pieces (5)
- Slate Chalkboard (5)
- Laminated Capital Letter Cards for Wood Pieces```
- Roll-A-Dough Letters® (5)
- Stamp and See Screen® (5)
- *Sing Along* CD – *Get Set for School*
- Flip Crayons®
- Pre-K Name Plates
- Color Pre-K Wall Cards
- *Language & Literacy Pre-K Teacher's Guide*
- *My Book* (20)

- Word Time™
- Sound Around Box™
- Line It Up™
- A-B-C Touch & Flip® Cards
- Mat Man Book Set
- *Sing, Sound & Count With Me* CD
- *Numbers & Math Pre-K Teacher's Guide*
- *I Know My Numbers* (20)
- 4 Squares More Squares®
- Tag Bag®
- 1-2-3 Touch & Flip® Cards
- Mix & Make Shapes™

Magic C Bunny

Flip Crayons tub

Science

Items from redleafpress.org
Lisa Murphy's Ooey Gooey 4 Book Set
Items from Missouri Department of Conservation mdc.mo.gov
Nature Revealed: Discover Nature Schools Pre-K Instructional Kit by Sherri Griffin

Social Emotional: Conscious Discipline

Feeling Buddies Classroom self regulation tool kit

Shubert Series and Puppet Value Pack

Sophie Value Pack Books

Sophie Doll

School Family Deluxe (Wish You well board, Time Travel, Family Jobs, School Family Job Books)

Music Value Pack 4 CDs (Listen to your Feelings, Kindness Counts, It Starts in the Heart, Brain Boogie Boosters)

I Love You Rituals Deluxe Pack

I Choose Self Control Board

Calming Pillow Set

Get Funky and Learning Fun CD

I Can Calm Book

When I Feel Book

Helping My Feeling Buddies Book

3 Sets of the following to be shared between classrooms:

Baby Doll Circle Time First Edition Book and CD

Multi Ethnic Baby Doll 5 sets (4 ethnicities represented Hispanic, Asian, Caucasian, and African American)

Overall Curriculum guide

The Complete Resource Book for Preschoolers

Early Childhood Classroom Supplies

Based on Recommendations of the Early Childhood Environment Rating Scale Third Edition (ECERS-3)

Space and Furnishings	
Indoor Furniture (most items purchased from Benee's) Art easel (multi-sided) Art storage Kitchen set (stove, sink, fridge, etc.) Table & chairs (child sized) Storage units (open shelves for blocks, small manipulatives, and closed storage for teacher materials) Student writing center desk Sand & water table Book rack Large rugs Soft seating Soft materials (Beanbags, pillows, etc) Cubbies for student belongings	**Gross Motor Equipment** Balls (large playground, small rubber, foam, textured, etc) Riding toys (scooters, tricycles, Cozy Coupe cars) Dual bikes Safety equipment--helmets Hula hoops Parachute Balancing equipment Sports equipment--Basketball Hoop Pushing toys (lawn mowers, vacuum cleaners) Letter poly spots
Language and Literacy	

Large variety of books
Clipboards
Dry erase markers and boards
Rubber ABC stamps
Stencils
Alphabet sets (magnetic, plastic, foam, etc.)
Felt board
Felt story pieces
Puppet theater
Puppets

Learning Activities

Fine Motor

Interlocking Building Materials:
Duplo, Legos, etc
Lincoln Logs
Pop beads
Straws and connectors
Tinker toys, K'Nex, etc.

Manipulatives:
Stringing beads
Lacing cards
Links
Mr. Potato Head
Marbleworks, mazes
Unifix cubes, linking cubes, inch cube blocks, etc
Counting bears, small animals, etc

Puzzles:
Floor puzzles
Framed puzzles
Peg puzzles

Art

Tools:
Scissors
Tape
Hole punches
Rulers
Stencils
Stamps
Paint brushes (all sizes, thick and thin)
Paint cups
Drying rack
Cookie cutters
Play dough tools

Art Consumables

Drawing Materials:
Crayons (basic colors and people colors)
Triangle crayons
Markers (washable--all colors, thick and thin)
Golf size pencils

Art Consumables

Painting Materials:
Tempera paint
Watercolor paint
Finger paint

Three-dimensional objects:
Playdough
Clay
Pipe cleaners
Beads
Buttons
Gemstones
Boxes, wood scraps, etc.

Collage Materials:
White Glue
Glue Sticks
Cloth
Yarn
Textured paper, cardboard, sandpaper, foam, tissue paper, etc.
Cotton Balls

	Colored pencils Colored construction papers (all sizes and colors) Drawing paper Finger paint paper Tracing paper Easel roll paper Chalk (Sidewalk and Slate board)	Q-tips Coffee Filters

Learning Activities

Music & Movement CD Player Headphones Movement CDs (Dr. Jean, Greg & Steve, The Learning Station, Raffi, etc) Scarves Bean bags Bean bag target board Musical instruments (wide variety, enough for all students)	**Blocks** *Unit blocks and Hollow Blocks:* Unit block set Unit block tunnel and arches set Large hollow blocks Cardboard blocks *Accessories (must include people, vehicles and animals):* Small people sets (Community figures, multi-cultural, multi-abilities) Vehicles (wooden cars, hot wheels, airplanes, trains, dump truck etc) Animal sets (farm, zoo, ocean, forest, etc.) Road sign set Road rug Fences, trees, small buildings	**Dramatic Play** Dress up clothes in machine washable fabrics (including community helpers) for boys and girls Props and hats for different kinds of work (doctor, shopkeeper, restaurant staff, office staff, firefighters, police, etc) Props for fantasy (non-frightening "make believe" costumes and props) Props for leisure (camping and sports) Mirror (wall mountable) Food including multi-cultural foods Dishes, utensils, mixing bowls, large spoons, cooking pans, etc. Cleaning equipment (child sized) Dolls of different cultures Doll-sized high chair, cradle, stroller Stuffed animals Carpentry workbench and tools Cash register and play money Shopping cart

Learning Activities

Nature and Science

Living Things:

Live house plants
Outside garden
Bug catcher
Small pets (aquarium, bug cage, butterfly habitat)

Natural Objects:

Containers or covered petri dishes to hold found objects such as birds nests, leaves, sticks
Feathers
Rocks
Seashells

Factual Books/Nature-Science Picture Games

Non-fiction books
X-rays of bugs and animals
Science games- body parts, five senses, healthy eating, animal habitats, life cycles, etc

Science Tools:

Light table
Light table accessories and manipulatives
Feeling box and textured objects
Magnifying glasses
Binoculars
Googles
Tweezers

Nature and Science cont.

Science Tools cont:

Droppers
Test tubes
Tongs
Flashlights
Small mirrors
Magnets
Scale balance
Pinwheels
Pulleys
Gear sets

Sand & Water Table with toys:

Measuring cups
Digging tools
Containers
Water wheels
Small boats

Science Consumables

Bubbles and wands
Soil & Seeds
Pumpkins
Butterfly Garden/caterpillars
Sand
Flour
Cornstarch
Oil
Beans & Pasta
Food coloring
Scents (peppermint, vanilla, etc.)
Cinnamon
Sugar
Liquid Starch
Borax
Salt
Water Beads
Shaving Cream (Barbasol)

Math Materials

Counting/Comparing Quantities:

Unifix cubes and number trays
Games that require more/less
Chart and graph activities
Dominos
Playing cards
Pegboards with numbers
Beads and bead patterns
Number sets (magnetic, plastic, foam, etc.)
Dice (shapes, #s, color--big 2" foam)

Measuring/comparing sizes and parts of wholes (fractions):

Measuring cups and spoons
Balance scale and things to weigh
Tape measure, yardstick, rulers, height chart
Games to divide and put back together

Familiarity with shapes:

Shape sorters
Pattern and shape blocks
Attribute blocks and bears
Sorting sets
Magnetic shapes
Three dimensional items (cones, cubes, etc..)

Teacher/Office Supplies

Boardmaker program Hole Punches (single and triple)	Magnet tape Velcro tape and dots

Stapler Pencils (#2) Adult scissors Tape (scotch, masking, packing & colored) Pencil sharpener Printer Ink Printer paper	Binders, clipboards File folders Locking file cabinet Child-safe cabinet locks and outlet covers as needed in classroom Broom and handled dustpan

Early Childhood Special Education Supplies

Trampoline Alternative seating/Cube chairs Sensory seat cushion disks Bouncy band chair legs Weighted lap pads Figits Chewlery Noise canceling headphones Dexterity vests Yoga ball, Peanut ball Ring sorter Shape sorter	Stacking cups Pop beads Magna tiles Large knob puzzles (animals, shapes, colors) Large magnetic letters Trace and write alphabet Slant board for writing tasks Large bulb droppers (wacky water droppers) Eggos- pencil grasping tool set Loop scissors Cozy shades light shades Velcro dots for PECS, etc

The City of St. Charles School District
EARLY CHILDHOOD CURRICULUM

Early Reading	
Missouri Early Learning Standards for Literacy	**I. Symbolic Development** **1. Represents feelings ideas in a variety of ways**
Project Construct Domain & Goals	**Representational Domain** ● Represent ideas and feelings through pretend play, movement, music and art/construction ● Recognize that symbolic expression has social, cultural & historical context **Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inventive
Project Construct Assessment Experiences to facilitate learning:	● Pretend play ● Music ● Movement ● Creating with materials
Indicators for MELS	● Represents feelings and ideas through pretend play, movement, music and art/construction.
The child…. (Examples)	● Pretends to be doctor, mother, father etc while creating play themes (ex: "Let's go shopping") ● Attaches emotion through pretend play & movement (jumps with excitement, stomps with anger) ● Cooperates during play with others ● Pretends to move, run, jump like an elephant, bird, airplane etc. ● Responds to different types of music & joins in singing favorite songs ● Creates music & songs (changes words to familiar tune, plays pretend instruments) ● Draws/paints pictures and tells others about his/her pictures ● Builds with blocks, legos, tinker toys etc and responds to others when asked about construction
Teacher strategies to help child apply skills:	● Allow enough time and space for make believe play ● Providing props for pretend play/acting out stories as a group ● Providing a well equipped play area including puppets, and realistic animal/people figures ● Incorporating movement activities/singing, instruments, and rhythmic pattern games into daily schedule and to signal transitions ● Equipping listening center with a variety of tapes and headphones ● Provide various recyclables accessible to children so they can create their own props ● Provide opportunities and space for children to build/construct and materials, as well as for art exploration
Teacher question stems or language to facilitate learning	● Can you say a word that rhymes with your name and movement to ago along with it? ● Can you retell this book in your own words? ● Can you move like? (animals, letters, imitation, etc)

Teacher Resources to facilitate learning:	● Get Set For School Language & Literacy Teacher Guide books
Classroom materials to facilitate learning:	● Prop Boxes ● Music/Instruments ● Dress up clothes/puppets/manipulative ● Variety of art supplies including paper, paints, markers, etc.
Vocabulary to facilitate learning:	● Expression of movement vocabulary (slide, hop, jump) ● Community helpers (tools, jobs ie. doctor, construction worker) ● Pretend play vocabulary (feelings ex. feel sad, angry, tired, happy)
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

The City of St. Charles School District
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Early Reading	
Missouri Early Learning Standards for Literacy	**II. Speaking/Expressive Language** **1. Uses language to communicate** **2. Uses expanded vocabulary**
Project Construct Domain & Goals	**Representational Domain** ● Develop effective listening and speaking abilities ● Uses language to communicate in a variety of ways for different purposes and audiences **Sociomoral Domain** ● Be inquisitive ● Consider the perspective of others
Project Construct Assessment Experiences to facilitate learning:	● Class meetings and discussions ● Distributing things ● Group games ● Pretend play
Indicators for MELS	● Communicates in home language and is understood by others ● Initiates and responds appropriately in conversations/discussions with adults & children ● Uses language to pretend or create ● Uses complete sentences in varying length
The child…. (Examples)	● Communicates person needs, preferences, and feelings ● Responds to how others feel and expresses concern ● Shares information and gives directions, especially during play ● Asks why, what, where, when questions and engages in turn taking conversations ● Tells real or make believe stories ● Makes up rhymes and songs ● Uses descriptive language (ex: color words, sizes, shapes) ● Acquires and uses new vocabulary
Teacher strategies to help child apply skills:	● Providing time for student-initiated talk on matters important to them ● Encouraging peer interactions throughout the day ● Introducing topics at circle time that encourage children's verbal participation ● Holding class meetings to resolve conflicts, make grocery lists, vote, etc. ● Modeling how to ask and answer questions ● Singing "open-ended" songs that children can supply words for ● Reading and discussing stories with a small (2-3) group of children ● Providing opportunities/materials to introduce new words in a way that's meaningful for children (e.g., "Yes, that is a bug and it's called a spider.")

Teacher question stems or language to facilitate learning	● How does that make you feel? ● Is that real or pretend? ● What comes next? ● How many words can you say that rhyme with *clock*? ● Which of these words rhyme: *snow, lamb,* and *go*? ● Pat, can you say a word that rhymes with your name? ● Would everyone whose name begins with the same sound as *happy* please stand up.
Teacher Resources to facilitate learning:	● Get Set for School: Language & Literacy Teacher Guide Books
Classroom materials to facilitate learning:	● Dramatic play items- i.e.- puppets, dress-up clothes, stuffed animals ● Picture cards ● Poster/Paper, Markers, Crayons, etc.
Vocabulary to facilitate learning:	● First, Next, Last ● Feelings- Happy, Sad, Angry, Excited, etc. ● Large, Medium, Small, etc. ● Color Words ● Shape Words ● Textures- soft, hard, bumpy, smooth, etc. ● Rhyme ● Likes and Dislikes (favorite)
Assessment: (How will we know if student has learned?)	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

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Early Reading	
Missouri Early Learning Standards for Literacy	**III. Listening/Receptive Language** **1. Listens for different purposes**
Project Construct Domain & Goals	**Representational Domain** ● Develop effective listening and speaking abilities ● Uses language to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources **Sociomoral Domain** ● Be reflective ● Cooperate and collaborate as a member of a learning community
Project Construct Assessment Experiences to facilitate learning:	● Class meetings and discussions ● Distributing things ● Group games ● Read aloud
Indicators for MELS	● Follows simple directions ● Listens responsively to books and stories ● Listens to and engages in conversations with others ● Responds to questions
The child…. (Examples)	● Follows 2 step directions (“Put your crayons away and go to the door”) ● Follows 3 step directions (“Pick up the trucks, wash your hands and sit at the table”) ● Responds to books/stories with facial and body gestures (smiling & laughing etc) and verbally ● Responds appropriately to the words of another in an exchange of ideas, comments or questions ● Answers simple questions (“ What would you do if you fell off your bike and hurt your knee?”)
Teacher strategies to help child apply skills:	● Reading aloud often ● Providing opportunities for children to interact with peers throughout the day ● Providing opportunities for asking and answering questions ● Engaging children in one-on-one conversations ●
Teacher question stems or language to facilitate learning	● What was your favorite part of the day? ● Tell your friend about something you did this weekend. ● What do you need to do to…(make a sandwich, go down the slide, make a friend, ect.)? ● How did you feel when _____ happened? ● Tell me what happened first, second, next, last...in a story ● What would you do if you were hungry? Thirsty? Tired?

Teacher Resources to facilitate learning:	● Get Set for School: Language & Literacy Teacher Guide Books
Classroom materials to facilitate learning:	● Variety of books covering a range of different topics, especially social emotional books that engage higher level thinking and problem solving ● Games that encourage following directions ● Flannel board/magnetic pieces corresponding to stories to allow for student retelling of stories
Vocabulary to facilitate learning:	● First, second, third, next, last, finally ● Positional/spatial words (on, next to, beside, behind, inside, under) ● Emotion words--happy, sad, angry, scared
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

The City of St. Charles School District
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Early Reading	
Missouri Early Learning Standards for Literacy	**IV. Reading** **1. Applies early reading skills**
Project Construct Domain & Goals	**Representational Domain** ● Develop as a reader ● Develop as a writer ● Uses language to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources **Cognitive Domain** ● Develop logical thinking
Project Construct Assessment Experiences to facilitate learning:	● Read aloud ● Shared reading ● Independent reading
Indicators for MELS	● Shows interests in reading and books ● Exhibits book-handling skills ● Pretends to read easy or predictable books or tires to read along during his/her favorite part of story ● Comprehends and responds to text ● Develops a sense of story
The child…. (Examples)	● Chooses to 'read' or look at books and talks about pictures in books ● Holds a book upright and turns pages in the book from front to back ● Begins to scan pages from top to bottom and left to right ● Knows a book is for 'reading' ● Joins in with predictable phrases ("Run, run as fast as you can, you can't catch me...etc.) ● Uses pictures or content to construct meaning ● Recreates the story from memory or picture cues ● Identifies known objects in illustrations ● Talks about or expresses emotion in reaction to text ● Makes predictions based on pictures and using voice of character when 'reading' ● Tells a story from pictures ● Tells personal stories with a beginnings, middles and ends ● Dictates stories for others to write down ● Recalls information about setting, characters and events in a story
Teacher strategies to help child apply skills:	● Reading aloud daily ● Pointing to words, left to right, when reading; modeling how to turn pages ● Encouraging children to respond to stories by asking open-ended questions and/or engaging them in conversations

	about the story ● Using predictable books regularly and encouraging children in choral reading ● Keeping copies of predictable favorites, and class written books in the class library ● Providing a variety of accessible printed materials to explore and pretend with ● Organizing a reading center/area with an adequate supply of books (7-10 per child), pillows, etc. where children can choose books to read quietly and comfortably ● Having quiet reading time build into the daily schedule ● Writing class books together
Teacher question stems or language to facilitate learning	● Does this book remind you of other books we have read? ● What do you remember about [the main character]? How is he different from [another character]? ● Look at the picture. What do you think is going to happen next? ● Why do you think [character] said that? ● Have you ever been to [setting]? ● What happened first, in the middle and in the end?
Teacher Resources to facilitate learning:	● Get Set For School Language & Literacy Teacher Guide books
Classroom materials to facilitate learning:	● Large variety of quality books (board books, big books, paperback books) ● Rhyme and repeat books, story books, non-fiction books ● Soft seating and appropriate sized bookshelves
Vocabulary to facilitate learning:	● Book vocabulary (page, cover, word, picture) ● Story vocabulary (character, where does the story happen (setting), beginning, middle, end)
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

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EARLY CHILDHOOD CURRICULUM

Early Reading	
Missouri Early Learning Standards for Literacy	**IV. Reading** **2. Uses concepts of print**
Project Construct Domain & Goals	**Representational Domain** ● Develop as a reader ● Develop as a writer ● Uses language to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources **Cognitive Domain** ● Develop logical thinking
Project Construct Assessment Experiences to facilitate learning:	● Read aloud ● Shared reading ● Independent reading ● Guided reading
Indicators for MELS	● Reads environmental print and symbols ● Identifies some alphabet letters ● Recognizes that print represents spoken words
The child…. (Examples)	● Recognizes fast food and store signs (McDonalds, Target, etc) ● Recognizes product logos (Cheerios, Barbie etc.) ● Recognizes environmental signs (STOP, EXIT etc) ● Identifies some letters in his/her name ● May identify letters in personally significant words (“m” is for mom, “c” is for cookie) ● Recognizes first name in print ● Knows that the label “chair” on a chair, means a chair ● Looks at words on a page and ‘reads’ the story ● Recognizes that a letter is different from a word
Teacher strategies to help child apply skills:	● Using name cards in various ways (for labeling cubbies, on the helper schedule, taking attendance, etc.) ● Using labels and encouraging awareness of labeling and environmental print. ● Show the children that printed materials are all around them by reading examples from everyday life. ● Have children help you make signs and labels for projects or for special areas of the room. ● Draw the children’s attention to the many ways that you use printed letter and words every day. ● Distinguish between children’s beginning writing and drawing. ● Keeping copies of predictable favorites in the class library all year long. ● Pointing to words, left to right, when reading; modeling how to turn pages. ● Providing a variety of accessible printed material to explore and pretend with.

Teacher question stems or language to facilitate learning	● Jessie, that's a great T-shirt you're wearing today. It has words on it. What do you think the words say? ● Look at the sign above the door. It says, "Exit." What do you think that word means? ● Wow, you made a castle. Do you want to make a sign for your castle? What do you want your sign to say? ● I'm going grocery shopping later, so I wrote this list of things I need to buy. Can you tell me how many things are on the list? ● We use this door to come in and this one to go out. These signs I've made say "In" and "Out". ● This is the front of the book. It tells you the name of the book and who wrote it and who drew the pictures. This is the name of our book: *If You Give a Pig a Pancake.* Here's the name of the person who wrote the book: Laura Numeroff. We call her the author. Here's the name of the person who drew the pictures: Felicia Bond. We call her the illustrator. ● Show me how you safely hold your book and turn the pages. Where would you start reading? Where do you go from there?
Teacher Resources to facilitate learning:	● Get Set for School: Language & Literacy Teacher Guide Books
Classroom materials to facilitate learning:	● Books/Big Books and other printed materials ● Photographs and pictures with captions and labels ● Posters, calendars, and bulletin board displays that feature print ● Labels and signs for special areas of the classroom ● Variety of props with printed letters and words for the children to use in dramatic play (ex.menus, order pads, play money, recipes, empty food cartons, measuring spoons/cups, envelopes, etc.)
Vocabulary to facilitate learning:	● Book ● Page ● Picture/Illustration ● Author ● Illustrator ● Title ● Letters ● Words ● Sentence ● Period ● Top/Bottom ● Left/Right ● Front/Back ● Cover

	● Start/Stop ● First/Last
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

Early Reading	
Missouri Early Learning Standards for Literacy	**<u>IV. Reading</u>** **3. Attends to sounds in language. (Phonological Awareness)**
Project Construct Domain & Goals	**<u>Representational Domain</u>** ● Develop effective speaking & listening skills ● Develop as a reader ● Use language to communicate in a variety of ways for different purposes & audiences ● Gather and comprehend information from a variety of sources ● Represent ideas through pretend play and music
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & Discussions ● Group games ● Music ● Pretend play ● Read aloud ● Shared reading
Indicators for MELS	● Repeats rhymes, songs, poems and fingerplays ● Participates in word games ● Discriminates some sounds in words
The child…. (Examples)	● Says or sings simple songs, nursery rhymes and poems like Twinkle Twinkle, Humpty Dumpty and the Itsy Bitsy Spider ● Claps syllables of names, participates in rhyming games, creates words by substituting sounds (Willaby Wallaby Woo...an elephant sat on you) ● Perceives differences in similar sounding words like coat and goat ● Experiments with language sounds (like hisssss, sssssnake) ● Attends to some beginning sounds in familiar words (that word begins like my name...David….and dog)
Teacher strategies to help child apply skills:	● Read aloud stories and poems, sing songs and do finger plays daily ● Use name cards in a variety of way (taking attendance, helper jobs, snack placemats) ● Read big books with predictable and repetitive text often and read them numerous times ● Play word games such as the Name Game Song
Teacher question stems or language to facilitate learning	● "Let's sing Humpty Dumpty again but in a silly way...let's say *Lumpty Gumpty*. What other silly ways could we say Humpty Dumpty?" ● " I am thinking of a friend whose names begins with the same sound as *happy*." ● "Wow….cat and bat sound the same at the end. They are rhyming words. Can you think of more rhyming words for

	cat and bat?"
Teacher Resources to facilitate learning:	● Get Set for School: Language & Literacy Teacher Guide Books
Classroom materials to facilitate learning:	● CD player ● Student copies of Big Book Titles ● Photographs of rhyming words on cards ● Teacher made games ● Class made books that help kids connect the beginning sound of their name and other words ● Chart paper to illustrate finger plays ● Nursery rhyme posters ● Letter tiles and alphabet games
Vocabulary to facilitate learning:	● Letters ● Letter sounds ● Rhyming words ● Claps or syllables in a word ● Beginning Sound
Assessment: (How will we know if student has learned?)	● Teacher Observations ● One on one assessments for Early Reading (see rubric at the end of section)

Early Writing	
Missouri Early Learning Standards for Literacy	**V. Writing** **1. Uses writing as a means of expression/communication.**
Project Construct Domain & Goals	**Representational Domain** ● Develop as a reader ● Develop as a writer ● Uses language to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world **Physical Development Domain** ● Develop motor skills for personally meaningful purposes
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Independent writing ● Interactive writing ● Shared writing ● Pretend play
Indicators for MELS	● Experiments with writing tools and materials ● Uses scribbles, shapes, pictures and letters to write ● Tells others about intended meaning of drawing and writings ● Uses a variety of resources to facilitate writing
The child…. (Examples)	● Shows beginning control of writing, drawing and art tools (uses paint brush, tools for playdough, pencil or markers etc with functional grasp) ● Scribbles letter-like symbols and some letters in writing ● Writes something and then asks someone to read it ● Attempts to write for a variety of purposes (lists, messages, stories) ● Writes as part of pretend play (“This is my grocery list”) ● Uses writing to communicate ideas and information ● Says to a friend, during pretend play, “I am giving you a ticket for going too fast” etc.

	● Uses symbols or drawings to express thoughts, feeling and ideas ● May ask for others for help in writing ● Attempts to copy letters or words from the environment (cereal box, names, signs, books etc)
Teacher strategies to help child apply skills:	● Supplying a variety of freely accessible supplies for writing (markers, pencils, chalk, many kinds of paper, labels, envelopes, notepads, dry marker boards, magnetic letters, etc.) ● Providing easels for painting, drawing, writing ● Organizing a writing center with many writing tools ● Providing journals and time for writing ● Making many opportunities for children to write for meaningful purposes, such as sign-up sheets for turn-taking, thank you letters, signs, lists ● Writing daily news ● Composing classroom books together ● Supplying all centers/areas with writing tools and/or props such as blank receipts, invoices, etc. ● Asking children to describe their drawings and writing the words they dictate. Read the words back.
Teacher question stems or language to facilitate learning	● Here are some crayons and markers. I am going to write my name with the blue crayon. Can you help me write your name? Which color should we use to write your name? ● Let's write in our journals about our favorite food, favorite toy, what does your room look like, etc. ● Please write your name on your picture. I will help you start the "S" if you need help. ● After reading several alphabet books over a few days, help me write our own classroom alphabet book. (the topic of the class book could be food, school, cartoons, etc.)
Teacher Resources to facilitate learning:	● Get Set for School- Readiness and Writing Teacher's Guide
Classroom materials to facilitate learning:	● Composition Notebooks ● Markers, Crayons, Pencils, Envelopes, Paper, etc. ● Writing Center Area
Vocabulary to facilitate learning:	● Letters ● Letter Sounds ● Beginning Sounds ● Signs around the classroom ● Writing tools: pencil, crayons, markers, etc. ● Top, Bottom, Middle ● Paper, Journal, etc.
Assessment:	● Teacher Observations

(How will we know if student has learned?)	• One on one assessments for Early Writing (see rubric at the end of section)

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Early Reading Rubric

DRDP Code	Skill	1 Below Basic	2 Basic	3 Proficient	4 Advanced
LLD 9 (21)	**Identify Letters**	Identifies 10 or fewer capital letters correctly.	Identifies 11-19 capital letters correctly.	Identifies 20-25 capital letters.	Identifies all 26 capital letters AND 20 or more lowercase letters.
LLD 9 (21)	**Produces Sounds when asked "What sound does B make?"**	Produces 6 or fewer sounds correctly.	Produces 7-12 sounds correctly.	Produces 13-25 sounds correctly.	Produces at least 26 letter sounds correctly AND sounds out 3 or more CVC words.
LLD 8 (20)	**Isolating Sounds (Phonemic Awareness)**	Not able to isolate and repeat back initial sounds.	Sometimes isolates and repeats back the initial sound of a word.	Consistently isolates and repeats back initial sound.	Consistently isolates, repeats back initial sound AND names the letter of that sound.
LLD 8 (20)	**Understanding Syllables (Phonological Awareness)**	Not able to clap syllables or blend words (onset/rime).	Consistently claps syllables OR consistently blends words (onset/rime).	Consistently claps syllables AND consistently blends words (onset/rime).	Consistently adds phonemes OR consistently deletes phonemes.
LLD 8 (20)	**Rhyming Words (nonsense words are accepted)**	Not able to recognize or produce words that rhyme.	Sometimes recognizes OR sometimes produces words that rhyme.	Consistently recognizes OR consistently produces words that rhyme.	Recognizes AND produces rhyming words independently.
LLD 7 (19)	**Applies Concepts of Print (Book Handling & Directionality of Print)** **Left to right** **Return sweep** **Top to bottom**	Mishandles books OR does not locate print OR does not utilize any concepts of print.	Consistently holds book right side up, AND turns one page at a time from front to back, AND locates print (point to words, point to picture), AND utilizes at least one directionality of print concept.	Consistently locates front and back covers, AND utilizes at least two directionality of print concepts.	Consistently utilizes all three directionality of print concepts, AND locates title, AND can tell job of author and illustrator
LLD 5 (17)	**Developing as Reader**	Shows little interest in books.	Brings books to adults and asks to be read, AND sits and listens for duration of story (one-on-one AND whole group).	Independently "reads" familiar books.	Reads 7 or more familiar words.

Pre-K Writing Rubric

DRDP Code	Skill	1 Below Basic	2 Basic	3 Proficient	4 Advanced
LLD 10 (22)	**Writes capital letters correctly**	Writes less than 5 capital letters correctly.	Writes 6 - 12 capital letters correctly.	Writes 13 or more capital letters correctly.	Writes at least 20 capital letters correctly.
LLD 10 (22)	**Writes name with correct spelling and capitalization**	Scribbles or does not use at least 2 correct letters in attempting to write name.	Uses at least 2 correct letters in attempting to write name.	Spells name correctly but uses capitals incorrectly or reverses letters.	Spells name correctly AND capitalizes the first letter (only) of name AND has no reversals.
LLD 10 (22)	**Communicates through writing**	Shows little interest in writing or scribbles.	Writes letter like shapes with intended meaning.	Uses some letters in writing (may be random letters or copied from environmental print).	Uses letter-sound correspondence to write (inventive spelling).
VPA 1 (53)	**Draws/Paints/ Models and uses other artistic expression**	Does not engage in activity.	Engages in activity with adult encouragement or without intent.	Frequently participates with intent.	Frequently participates with intent. Uses language to describe creation. Tells a story using artistic expression.

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Early Math	
Missouri Early Learning Standards for Mathematics	**I. Numbers and Operations** **1. Uses number to show quantity**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative **Cognitive Domain** ● Develops numerical thinking
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Distributing things ● Group games ● Food experiences ● Mental math ● Music
Indicators for MELS	● Shows interest in counting and quantity ● Develops an increasing ability to rote count in sequence ● Counts objects with understanding
The child…. (Examples)	● Uses fingers to indicate the number (holds up five fingers to show age) ● Repeats counting rhymes and singing games with numbers ● Counts familiar objects (friends, toys etc) although not always accurately ● Asks how many ● Rote counts 1 to 10 or beyond ● Counts out five items (blocks, crayons) accurately ● Hands 1 to 5 objects upon request (hands you three items when you ask for them)
Teacher strategies to help child apply skills:	● Encouraging children to experiment with counting in ways that are meaningful to them. ● Engaging children in singing/silly voice counting songs. ● Reading big books that feature counting or numbers (e.g.- Ten Black Dots) ● Modeling counting of objects or people in meaningful contexts (e.g.- to determine how many children are at the table). ● Providing opportunities for counting objects. ● Modeling that we use one counting word/number for each object ● Asking “how many” questions ● Posting a number chart at children’s eye level and modeling how to use it.

	● Playing counting games
Teacher question stems or language to facilitate learning	● Let's all count the pictures on the wall. (Let's count together-point to the picture as you count) Now let me listen to you count the pictures. ● How many children are gone today? ● During a calendar time- Let's count how many days we have had in _____? Let's use a monster voice. ● We're going to clap three times. (clap and count together) How many times did you clap? Continue this with different actions and number values. Then move onto listening and tell me how many claps I do? How many jumps did I do? ● When lining up you can count the number of kids in line. As the year goes on, start the ordinal numbers (1st, 2nd, 3rd...). ● When voting on which book to read, have the children make a tally. Then count out the votes and write it out for the children to see.
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Sing, Sound, Count with Me CD ● Get Set for School Sing Along CD ● CD Player ● Calendar ● Numbers (displayed in the room) ● Manipulatives (counting bears, unifix cubes, math links, etc.) ● Books that feature counting, numbers, etc.
Vocabulary to facilitate learning:	● How many? ● Let's count... ● Add ● Minus ● Total ● Equals
Assessment: (How will we know if student has learned?)	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**I. Numbers and Operations** **2. Uses language to represent number of objects**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be reflective **Cognitive Domain** ● Develops logical thinking ● Analyze data ● Exchange mathematical ideas
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Distributing things ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math
Indicators for MELS	● Uses language to compare number (ex. more/less, greater/fewer, equal to) ● Combines and names how many ● Separates and names how many ● Explores everyday fractions
The child…. (Examples)	● Looks at his own and another child's blocks and determines who has more blocks ● Compares raisins with a friend's and decides they have the same amount ● Asks "How many more do you have?" ● Puts the red, yellow and blue crayons together and tells how many total crayons there are ● Recognizes that three cars and two trucks is a total of five vehicles ● Participates in finger plays, songs or stories such as Five Little Monkeys that uses backwards counting. ● Plays with a plastic ball and bowling pins and can tell how many fell down and how many are left standing ● Says "I have a whole orange" or "I have half an apple" (although not always accurately)
Teacher strategies to help child apply skills:	● Choosing books involving counting and math concepts during shared reading ● Engaging children in identifying environmental print with numbers and making environmental print "math" books ● Giving children materials to make collections with and conversing with them about how they sort or classify objects

	and how many there are ● Engaging children in finger plays, songs, and stories that involve counting (forward and backward) ● Providing opportunities for counting objects and asking about quantities ● Modeling vocabulary for making comparisons and indicating quantity ● Helping children make mathematical connections at different times during the day
Teacher question stems or language to facilitate learning	● Are there enough crackers for everyone? ● How many (instruments, markers, pieces of paper) do we need so everyone gets one? ● How many students are at school? How many students are not here? ● Can you give me half of your playdough? ● How many cars do you have? How many cars do I have? How many cars do we have all together? ● Who has the most? Who has the least?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Books that involve counting (5 Green and Speckled Frogs, 5 Little Monkeys) ● Environmental print that features numbers (5 Guys Burgers and Fries, 7-11) ● Counting manipulatives (colored bears, unix cubes, animal counters, vehicle counters)
Vocabulary to facilitate learning:	● More and Less ● Most and Fewer ● How many ● How much ● Whole, Half ● Total
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

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Early Math	
Missouri Early Learning Standards for Mathematics	**I. Numbers and Operations** **3. Solves problems using number**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Distributing things ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math ● Pretend play ● Working with data
Indicators for MELS	● Names how many there are in a group (up to five objects) ● Uses one-to-one correspondence when counting objects ● Uses one-to-one correspondence to compare the size of a group of objects ● Estimates, then counts to verify the number of objects
The child…. (Examples)	● Recognizes that there are two to three crayons in a box ● Rolls a number cube and tells how many dots are on it without counting (1 to 5 dots) ● Counts five blocks and says “There are five blocks” ● Gets a carton of milk for each child at the table or puts a napkin with each cup ● When playing, matches one car to each block or gives one plate to each doll ● Compares two rows of blocks, two in one line and four in another and can tell which one has more or less ● Matches number of cars to a friend’s and says “I have more.” ● While playing in the sand, guesses how many cups it would take to fill a bucket and counts the cups of sand put in the bucket

	● Guesses how many pennies are on the table, then counts the pennies
Teacher strategies to help child apply skills:	● Incorporate natural texts throughout the routine of the day (e.g, snack time, attendence) to encourage critical thinking and problem solving skills with numbers. ● Demonstrating and modeling small group of items (i.e., 1 to 3) and asking them how many there are. ● Incorporating various materials in the classroom and the math center that allow children to explore math games, make up their own games/rules, and engage in group games. ● Provide estimating opportunities for student to test their predictions and promote problem solving. ● Support and guide children in making mathematical observations and connections in all centers in the classroom. ● Provide real life situation opportunities for students to problem solve (e.g., ''We have 10 cartons of milk for snack but only six straws. How many more straws do we need?).
Teacher question stems or language to facilitate learning	● How many friends do we have for snack today? (Child goes to each person and counts) ● I am going to clap and I want you to listen for how many claps you hear. Now you clap the same number I did. ● How many buttons do you think are jar (write children's predictions on the board). How can we test our predictions? (Guide the children to count the buttons in the car and allow time for discussion on predictions and results). ● As a group of children are playing a board game, ask the children to count how many pieces they have (e.g., You have three pieces, you need one more; children recount to confirm correct number of pieces). ● Which has more?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Materials to promote estimation (buttons, marbles, pencils, etc.) ● Manipulatives in a variety of sizes. ● CD's and Books that relate to numbers and counting. ● Materials for children to count (blocks, crayons, cars, cups, etc.). ● Math related games for children to explore math concepts individually and as a group. ● Posters/images of numbers of numbers around the classroom for children to look at and practice (teacher/ student made).
Vocabulary to facilitate learning:	● Cardinal Number words (one, two, three, four, etc) ● Estimation (What does it mean to estimate? How do we estimate?) ● Prediction (What does it mean to make a prediction?). ● More (definition, example, modeling) ● Less (definition, example, modeling) ● Group (definition, example, modeling)

Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**I. Numbers and Operations** **4. Uses numerical representation**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Be confident ● Be inventive **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Represent ideas and feelings through art and construction **Physical Development Domain** ● Develop motor skills for personally meaningful purposes
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math ● Music ● Movement
Indicators for MELS	● Uses drawings to represent number ● Identifies numerals in everyday situations ● Uses ordinal numbers (ex first, second, last) ● Matches numeral with quantity
The child…. (Examples)	● Draws pictures showing size (short, tall) and quantity of family members ● Creates a way to keep score during a game ● Draws a picture to indicate number of objects or snacks

	● Selects numerals on the telephone, calculator or computer ● Finds and names numerals in books or on signs ● Can identify position in a line of children (ex who is first, second, last) ● Can put three objects in a line and tell you which object is first, middle or last ● Tells the position of objects (ex first, second, last) ● Draws numerals in sand ● Creates numerals with rolled clay or pipe cleaners ● Tries to write how old he or she is ● Tries to copy a telephone number ● When playing a game with a spinner of number cube, correctly counts the spaces on the game board that match the numeral or symbols
Teacher strategies to help child apply skills:	● Demonstrates number formation (big line, little line, big curve, little curve) ● Model writing numbers in a list of steps, when tallying votes, when taking lunch count, etc ● Numbers and matching groups of items posted in classroom as in a visual number line ● Use of numbers in the classroom environment (telephone numbers, address, sequence of steps in routines, class graphs, etc.) ● Providing time and space for a variety of math games (dice, spinners, drawing number cards, etc) ● Encourage and assist in creating price tags or menus with prices when children are playing restaurant or shopkeeper in the dramatic play center
Teacher question stems or language to facilitate learning	● How many are there? ● What number should we write? ● Which number tells how many we have? ● Which one is first? ● Which one is third? ● How much does it cost?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Crayons and paper, dry erase markers and boards, chalk and slates ● Numbers posted in classroom to use as models ● Puzzles/games to match numbers with quantity ● Manipulatives in a variety of sizes. ● CDs with counting songs ● Cash register and play money.

Vocabulary to facilitate learning:	● Cardinal Number words (one, two, three, four, etc) ● Ordinal Number words (first, second, third, fourth, etc)
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**II. Geometry and Spatial Sense** **1. Investigates positions and locations**
Project Construct Domain & Goals	**Cognitive Domain** ● Develop logical thinking ● Develop geometric, spatial and temporal reasoning **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to communicate in a variety of ways for different purposes & audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Environmental math & Group Games ● Explorations and experimentation ● Mental math & Investigations ● Movement & Pretend play
Indicators for MELS	● Takes objects apart and puts them together ● Uses actions and words to indicate position and location ● Uses actions and words to indicate movement and orientation
The child…. (Examples)	● Builds with interlocking blocks ● Puts lids on containers ● Completes simple puzzles ● Moves self to show positions during play (ex under a table, in the tent, between friends) ● Uses objects to show position (ex puts the bees on/off/on top of/above/below/beside the box) ● Talks about objects that are on/off/under/in front of/behind/inside/outside/next to/between etc. ● Says when reading The Three Billy Goats Gruff, “The Big billy goat is on the bridge, and the troll is under the bridge” ● Moves self to show positions (ex up, down, forward, backward, around, through, to from, sideways, across, back and forth, in a straight or curved path) ● Explains where objects in a room have been moved ● Describes how to get a location using landmarks ● Follows a path or moves through an obstacle course ● Draws paths or beginnings of a map to show location during play
Teacher strategies to help child apply skills:	● Having a variety of simple puzzles accessible to children ● Providing simple machines or objects for children to explore that can be taken apart and put together again. ● Supplying the classroom with a variety of games and manipulatives that involve interlocking parts (e.g. Don’t Break the Ice, LEGOS, unifix cubes).

	● Providing an ample supply of blocks, in all shapes and sizes, as well as adequate space and time for children to play with them and to discuss their actions and creations. ● Modeling the vocabulary associated with position and location. ● Reading aloud texts that involve changing positions and locations and engaging children in conversation related to these concepts. ● Engaging children in movement and hiding games. ● Supporting children's attempts to make pictures or models of objects. ● Encouraging children to make maps of their environment or to trace paths that they can then represent in pictures with landmarks.
Teacher question stems or language to facilitate learning	● Where is the block? Is it under or on top of the table? ● That puzzle piece doesn't look like it's fitting right. Which way can you turn it to make it fit? ● Put your hands on top of your head. Put your hands behind your back. Put your hands beside you. ● (Student name) Please turn the light on/off. ● Draw a map of the building and mark special places. Here is our classroom...How would we get to the library?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Puzzles ● Simple Machines/Objects for children to explore/take apart and put back together ● Variety of games and manipulatives that involve interlocking parts (ex. Legos, unifix cubes) ● Blocks of different shapes and sizes ● Read Aloud Text that involve changing positions/locations ● Maps of their environment or familiar locations
Vocabulary to facilitate learning:	● up/down ● forward/backward ● around ● through ● to/from ● sideways ● across ● back and forth ● straight/curve ● left/right

	● behind/in front of ● over/under ● on top of ● on/off ● beside/next to ● in between/middle ● outside/inside
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

The City of St. Charles School District
EARLY CHILDHOOD CURRICULUM

Early Math	
Missouri Early Learning Standards for Mathematics	**II. Geometry and Spatial Sense** **2. Explores shapes in the environment**
Project Construct Domain & Goals	**Cognitive Domain** ● Develop logical thinking ● Develop geometric, spatial and temporal reasoning **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to communicate in a variety of ways for different purposes & audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Environmental math & Group Games ● Explorations and experimentation ● Mental math & Investigations ● Movement & Pretend play
Indicators for MELS	● Investigates and talks about the characteristics of shapes ● Creates and duplicates three-dimensional shapes and two-dimensional shapes using a variety of materials ● Identifies and names some shapes ● Indicates if shapes are alike or different using one or more characteristics
The child…. (Examples)	● Says “A circle is round” and “A square and triangle have straight sides and corners” ● Discovers that some blocks stack and some blocks rolls ● Uses blocks to make other shapes or objects ● Makes shapes with play dough, pipe cleaners, string or yarn ● Attempts to draw shapes and make pictures using shapes ● Says, after cutting the sandwich, “Look, I made a triangle (or rectangle) with my sandwich” ● Points to or names simple shapes (ex box shape, ball shape, circle, triangle, square) ● Says “The pizza is round.” “ My piece is triangle-shaped.” “The flag is the shape of a rectangle.” ● For three-dimensional shapes says “A bubble and an orange are both like balls (spheres). A block (cube) is shaped like a box. This ball rolls but the block does not.” ● For two-dimensional shapes says “A triangle has three sides, or a square has four sides. A circle is curved (round) like a hula hoop.”
Teacher strategies to help child apply skills:	● Providing many opportunities for block play and supporting children’s conversations about their actions and experiments. ● Asking open-ended questions about children’s constructions. ● Providing and art/constructions are with a wide variety of material for children to use and explore shapes.

	● Reading aloud and having available to children texts that illustrate or involve shapes;modeling the vocabulary associated with shapes. ● Encouraging children to make observations and comparisons about shapes. ● Providing opportunities for children to explore the attributes of shapes (e.g. in block play or the art area)
Teacher question stems or language to facilitate learning	● What shapes do you see around the room? ● Can you find a rectangle? ● How can you make a square using these materials? ● Which shape is bigger/smaller? ● How are these shapes the same? How are these shapes different? ● How many sides/straight lines does the shape have? How many corners? ● What can you build/create using these shapes? ● Why do you think this block keeps falling off the tower?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Blocks ● Pattern Blocks ● Foam Shapes ● Read alouds that illustrate or involve shapes ● Play Dough ● Pipe Cleaners ● String/Yarn
Vocabulary to facilitate learning:	● Circle ● Square ● Triangle ● Rectangle ● Diamond/Rhombus ● Oval ● Heart ● Star ● Trapezoid ● Octagon ● Hexagon

	● Straight Sides//Corners/Angles ● Sphere ● Cube ● Curved/Round ● Big/Small
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**III. Patterns and Relationships (Algebra)** **1. Recognizes relationships in the environment** **2. Uses patterns in the environment**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Be confident ● Be inventive **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Represent ideas and feelings through art and construction **Physical Development Domain** ● Develop motor skills for personally meaningful purposes
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math ● Music & Movement ●
Indicators for MELS	● Matches, sorts and regroups objects according to one or more characteristics. ● Orders things according to relative differences ● Recognizes patterns ● Duplicates and extends patterns ● Creates patterns

The child…. (Examples)	● Sorts plastic food by size, color, shape or category ● Matches objects that are alike (ex puts all of the two-hole buttons in one pile and four-hole buttons in another) ● Matches adult animals to their babies ● When playing "Go Fish", matches all the cards with threes. ● Sorts stuffed animals from smallest to largest ● Talks about who is tall, taller, tallest ● Arranges a group of blocks from longest to shortest ● Talks about color or pattern in clothing (ex says "I have red and blue stripes on my shirt") ● Identifies color patterns that repeat (ex red, blue, red, blue) ● Imitates a pattern of sounds and physical movement (ex clap, stomp, clap, stomp) ● Continues rhythmic patterns ● Completes the pattern in a story (ex says "Brown Bear, Brown Bear, what do you see?") ● Repeats a pattern according to size, color, shape, while stringing beads ● Predicts what comes next when an adult "reads" the pattern using simple vocabulary (ex car, car, boat, car, car _____) ● Creates simple patterns with beads or blocks according to color, size or shape ● Creates simple patterns when drawing, coloring or painting
Teacher strategies to help child apply skills:	● Engaging children in conversations about how they are sorting and classifying objects ● Providing children many opportunities to sort and classify objects and to make small collections ● Playing games such as What's My Rule? And doing activities that involve children in determining how groups are classified and in identifying parents ● Discuss patterns that occur within the classroom and in the children's everyday lives, such as the pattern of the schedule ● Modeling and discussing patterns ● Providing materials for children to use for pattern making (including recyclables and found objects as well as commercial items such as pattern blocks

	● Using a pocket chart for creating and displaying patterns with numbers, letters, colors, shapes, etc., and engaging the children in predicting what comes next ● Read aloud books that involve patterns and having children complete the pattern ● Engaging children in songs, dances, marches, and clapping games that involve rhythmic patterns
Teacher question stems or language to facilitate learning	● What do you think comes next? How do you know? ● What is the same about all these items? ● What are the differences between these two groups? ● Which of these go together? ● Can you put these in order from… (biggest to smallest, shortest to tallest, lightest to darkest)? ● Tell me how we could sort this group of mixed up items ● What kind of pattern could we make with these?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Pattern blocks ● Stringing beads ● Collections of found and recycled materials for both seriation and classification ● Matching games ● Books with repetitive story and rhyming patterns such as Brown Bear Brown Bear and The Grouchy Ladybug
Vocabulary to facilitate learning:	● Sequencing words--First, next, last, after, before ● Size words: Tall, taller, tallest; Short, shorter, shortest; small, smaller, smallest; Big, bigger, biggest; Large, larger, largest ● Groups ● Same and Different ● Pattern
Assessment: (How will we know if student has learned?)	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**IV. Measurement** **1. Makes comparisons**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Be confident ● Be inventive **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to communicate in a variety of ways for different purposes & audiences ● Represent ideas and feelings through pretend play
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math ● Music ● Movement ● Pretend play
Indicators for MELS	● Compares objects using measurable features ● Describes measurement ● Orders three or more objects according to length or size differences ● Uses language associated with time in everyday situations ● Anticipates, remembers and predicts a sequence of events
The child…. (Examples)	● Uses words to describe opposites (ex big/little, long/short, heavy/light) ● Chooses the largest snack

	● Says "My bucket is heavier" ● Says "This crayon is shorter" ● Talks about an object being longer than another object ● Uses a variety of language to describe measurement (ex shorter, taller, wider, bigger, heavier, lighter, holds more, hot, cold) ● Places ribbons in order by length ● Puts cars in a row according to size ● Puts pans (or measuring cups) inside each other ● Says "Snack time comes after rest time. It's nighttime because it is dark. I eat breakfast in the morning. My birthday comes in the summer." ● Says "I brush my teeth before I go to bed. We went to library and then the grocery store." ● Recalls recent events and talks about them (ex says "Yesterday we went to the zoo.") ● Describes the sequence of activities when going to the grocery store ● Tells stories such as The Three Little Pigs with events in order ● Points out when a familiar story is not told in the correct order
Teacher strategies to help child apply skills:	● Providing children with daily opportunities for making comparisons and modeling appropriate vocabulary (e.g., ''Is your train longer or shorter than Jennifer's?''). ● Engaging children in conversations with the teacher and other students where they are invited and encouraged to make comparisons. ● Reading aloud familiar stories and having children predict what comes next. ● Encourage children in retelling familiar stories. ● Provide children with opportunities to create ''books'' by illustrating a sequence of events such as a field trip to the fire station. ● Incorporate daily routines as a tool to model language associated with time where children are also be encouraged to keep track of important events.
Teacher question stems or language to facilitate learning	● Which is heavier? ● Is it shorter or longer than..? ● What happens next? ● Is it heavy or light? ● Which do you think can hold more? ● Who is the shortest and tallest?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to	● Measuring spoons/cups

facilitate learning:	● Various size containers ● Standard measure materials (ruler, tape measurer, thermometer, caliper, yardstick). ● Non standard measure materials (linking cubes, string, legos). ● Sensory table materials for children to explore and make comparisons (sand, water, corn, rocks).
Vocabulary to facilitate learning:	● Taller ● Shorter ● Wider ● Bigger ● Heavier ● Longer ● Little ● Holds more ● Measurement ● Measurement tools (ruler, tape measurer, thermometer, caliper, yardstick) ● Compare ● Order ● First ● Last
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**IV. Measurement** **2. Uses measurement**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Be confident ● Be inventive **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas **Representational Domain** ● Use language to communicate in a variety of ways for different purposes & audiences ● Gather and comprehend information from a variety of sources ● Represent ideas and feelings through pretend play
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Investigations ● Mental math ● Pretend play
Indicators for MELS	● Explores ways to measure ● Measures using objects
The child…. (Examples)	● Fills a container with solids or liquids (ex sand, ice cubes, water) ● Pours liquid from one container to another container ● Sees how many blocks it takes to cover a sheet of paper

	● Places a string next to an object to measure length ● Uses the toy thermometer to measure the "patient's" temperature ● Imitates using a ruler when helping dad
Teacher strategies to help child apply skills:	● Provide a variety of materials and measurement tools in the sensory table, ● Provide opportunities to explore with measurement tools in dramatic play and in small group activities ● Assist students in recording their measurements for science experiments or cooking activities
Teacher question stems or language to facilitate learning	● How long/tall is it? ● Is it heavier now? ● How many blocks does it take to get to the end of the table? ● Which one has more? ● How much do you have?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Variety of sizes of containers, scoops, measuring cups and spoons. ● Sand, water, other materials for the sensory table ● Traditional measuring tools (ruler, tape measure, balance) ● Non-traditional measuring tools (unifix cubes, plastic links, yarn) ● Doctor tools for dramatic play (thermometer, blood pressure cuff, height chart) ● Measuring cups and spoons in the kitchen area
Vocabulary to facilitate learning:	● Tall, long, short, wide, heavy, light, full, empty ● Measuring tools (ruler, tape measure, thermometer, etc)
Assessment: **(How will we know if student has learned?)**	● Teacher Observations ● One on one assessments for Early Math (see rubrics at the end of section)

Early Math	
Missouri Early Learning Standards for Mathematics	**V. Exploring Data (Probability)** **1. Collects, organizes and displays information (Charting and Graphing)**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Be confident ● Be inventive **Cognitive Domain** ● Develops logical thinking ● Develops numerical thinking ● Analyze data ● Exchange mathematical ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Gather and comprehend information from a variety of sources **Physical Development Domain** ● Develop motor skills for personally meaningful purposes
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Environmental math ● Exploration and experimentation ● Food experiences ● Group games ● Mental math ● Working with data
Indicators for MELS	● Asks questions to gather information ● Sorts and classifies objects into groups ● Explains how the grouping was done ● Uses charts and graphs to evaluate information
The child…. (Examples)	● Asks "What is your favorite color? What month is your birthday? What do you like to play outside? How many brothers and sisters do you have?" ● Puts objects together that have the same use (ex blocks, dishes, vehicles, clothes)

	● Groups objects by their height, size, color or shape ● Tells how the buttons were sorted (ex "I put the red buttons together") ● Tells why he put the red cars in a group and the blue cars in a group ● Says after looking at the chart, "Two kids have birthdays in July." ● Says "I have five trucks and four cars" ● Says after looking at the graph, "More buttons are red"
Teacher strategies to help child apply skills:	● Encouraging children to ask questions to gather information ● Providing children many opportunities to sort and classify objects, to make small collections and to discuss how they are organizing ● Engaging children in conversations about how they are sorting and classifying objects ● Using children's interests to pose questions for them to investigate (e.g., saying, "At circle time, many children were talking about their pets. I wonder how many kinds of pets you all have? How can we find out? ● Encourage children to create charts and graphs from their investigations or classifications
Teacher question stems or language to facilitate learning	● How many more do you have than _____ ? ● Who has the most? Who has the least? ● How many _____ do you have in your home? (e.g., pets, beds, TVs, etc.) ● How are all these objects the same? How are these items different from those? ● Why did you put these objects together? ● How can we tell who has the most?
Teacher Resources to facilitate learning:	● Get Set For School Numbers & Math Pre-K Teacher's Guide
Classroom materials to facilitate learning:	● Graph paper ● Markers ● Construction paper/paper squares for graphing ● Sorting objects (teddy bear counters, animal counters, vehicle counters, buttons) ● Sorting trays ● Recyclable materials of different sizes and attributes ● Baskets/containers for classroom toys for putting away
Vocabulary to facilitate learning:	● Graph and chart ● More and less ● How many ● Same and different ● Size and attribute words (big, small, larger, larger, small, smallest, round, hard, soft, bumpy, rough, ect.)

Pre-K Math Rubric – Part 1					
DRDP Code	**Skill**	**1 Below Basic**	**2 Basic**	**3 Proficient**	**4 Advanced**
COG 3 (29)	**Rote count**	Rote counts to less than 10.	Rote counts to 10 or higher.	Rote counts to 20 or higher.	Rote counts to 50 or higher.
COG 3 (29) COG 4 (30)	**Demonstrate Number Sense**	Counts with 1:1 correspondence to less than 5.	Counts with 1:1 correspondence to 5 or higher. Answers "how many" to show understanding that last number counted is total number of objects in group.	Counts with 1:1 correspondence to 11 or higher. Using manipulatives, can identify new number after 1 object is added or removed (with or without recounting).	Counts with 1:1 correspondence to 20 or higher. Solves simple math problems, with or without manipulatives, by adding or subtracting 2 or more objects from a group of 5 or larger. (ex: 5 butterflies are on the bush, 2 more fly over, now how many?)
	Recognize numbers 0-20	Recognizes 4 or fewer numbers.	Recognizes 5-9 numbers.	Recognizes 10-19 numbers.	Recognizes 20 or more numbers.

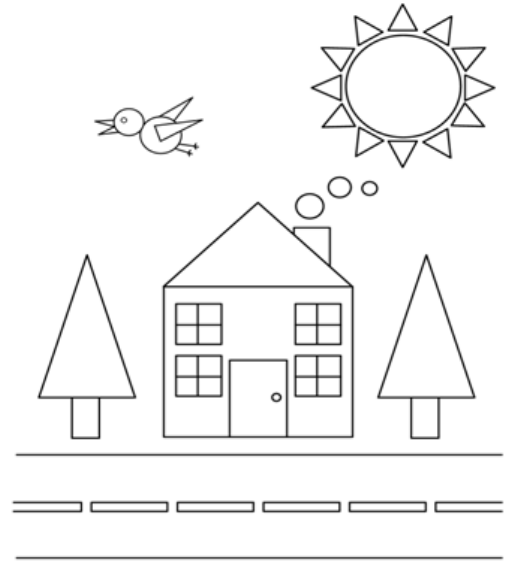
Skill Checklist -Part 1				
Skill	**Benchmark**	**1st**	**2nd**	**3rd**
Rote Counts to				
1:1 Correspondence to				
Teacher notes . . . **how many and add/subtract**				

Pre-K Math Rubric – Part 2					
DRDP Code	**Skill**	**1 Below Basic**	**2 Basic**	**3 Proficient**	**4 Advanced**
COG 7 (33)	**Identifies Shapes (circle,square, Triangle, oval rectangle, diamond)**	Identifies 0-1 shape in isolation/ flashcards.	Identifies 2-3 shapes in isolation/ flashcards.	Identifies 4-5 shapes in isolation/ flashcards **AND** Locates and names 3 or more shapes in hidden picture or environment.	Identifies 6 shapes **AND** describes shapes (triangles have 3 points and 3 sides) or differences between them (square's' sides are all the same but rectangles have 2 long sides).

Skill Checklist - Part 2

Skill Checklist

	Benchmark	1st	2nd	3rd
Names Shapes	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond
Advanced Shape Identification - Location in Environment	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond	Circle Square Triangle Oval Rectangle Diamond



Pre-K Math Rubric – Part 3					
DRDP Code	**Skill**	**1 Below Basic**	**2 Basic**	**3 Proficient**	**4 Advanced**
	Identifies Colors	Names 0-4 colors.	Names 5-8 colors.	Names 9-11 colors.	Locates colors in the environment including gradients of blue and green. (show me something
COG 5 (31)	**Measurement Concepts**	Attempts to point to big/little, long/short (receptive).	Given vocab, expressly identifies objects that are big/little & long/short, **AND** uses measurement vocab (big, heavy, long, etc.) spontaneously in classroom.	Puts at least 5 items in order by size. (ex: lines up 5 pipecleaners of different lengths from long to short)	Uses standard or non-standard measurement tools (balance, tape measure, chain links, etc.) appropriately **AND** verbalizes or writes a reasonable result (not necessarily accurate).
COG 2 (28)	**Sorts Objects based on common attributes (size, color)**	Does not sort	Sorts all items correctly when given a specific attribute (with demonstration if needed)	Independently sorts all objects by 1 attribute of own selection. Resorts by different attribute (teacher can suggest 2nd attribute). (ex: sorts by color, puts all items back together, resorts by size)	Sorts objects by at least 2 attributes, into at least 4 groups. (ex: blue circles, blue triangles, red circles, red triangles)

Skill Checklist - Part 3

Skill Checklist

	Benchmark		1st		2nd		3rd	
Identifies Colors	Red Blue Green Yellow Purple Orange Black Pink White Gray Brown		Red Blue Green Yellow Purple Orange Black Pink White Gray Brown		Red Blue Green Yellow Purple Orange Black Pink White Gray Brown		Red Blue Green Yellow Purple Orange Black Pink White Gray Brown	
Advanced color identification- Location in environment	Light blue Dark blue Light green Dark green		Light blue Dark blue Light green Dark green		Light blue Dark blue Light green Dark green		Light blue Dark blue Light green Dark green	

Early Science	
Missouri Early Learning Standards for Science	**I. Physical Science** **1. Explores physical properties of objects and materials** **2. Investigates properties of objects and materials**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations
Indicators for MELS	● Shows interest in the physical world ● Uses one or more senses to observe the physical world ● Experiments with simple tools ● Asks questions about objects and materials ● Experiments with objects and materials to gather information and observe reactions. ● Shows knowledge of physical properties of objects
The child…. (Examples)	● Comments on changes in the physical world (ex says “We made play dough out of salt, flour and water.”) ● Looks at fiction and nonfiction books (ex says Mouse Paint, Trucks, Freight Train etc) about the physical world ● Comments on changes when substances are mixed, shaken or cooked (ex missing paint, making butter from cream,

	cooking play dough) ● Collects objects of different shapes and sizes (ex marbles, coins, blocks) ● Listens to and identifies environmental sounds (ex cars, airplanes, wind, rain etc.) ● Explores ramps, magnets, magnifying glasses, scales, eyedroppers, unbreakable mirrors, cups funnels etc. ● Asks: "Why does the ice cube melt?" ● Asks: "Why does this ball roll faster than that one?" ● Asks : "Why do magnets stick together?" ● Plays in water with objects that sink and float ● Repeatedly rolls a car down a ramp ● Mixes colors using paint, watercolors, food coloring etc. ● Sorts objects and materials by what they made of (ex rock, metal, plastic, wood, glass, cloth) ● Sorts objects and materials by various characteristics (ex soft/hard, float/sink, loud/quiet) ● Tells (not always accurately) how ice, play dough, pudding etc is made
Teacher strategies to help child apply skills:	● Providing a variety of materials for children to manipulate and/or construct things (e.g.- blocks of all sizes and shapes, tubes, ramps, pulleys, ropes, boxes) ● Providing opportunities for them to manipulate objects and observe reactions (e.g.- at the woodworking area, block area, light table, art area, etc.) ● Involving children in activities that involve transformation of materials (e.g. cooking, painting). ● Giving children access to a variety of materials they can collect and engaging them in conversation about how they are sorting or classifying objects. ● Making and Reading books that are about the physical world and available in the literacy area and in other related areas (e.g. block area, sensory area). ● Asking open-ended questions to promote children's awareness of the physical world (e.g. "What do you think happened to the snowball we left on the table?") ● Supporting them in making observations about the physical world and making connections with what they already know or have observed. ● Modeling how to use simple tools to investigate and/or observe various objects (e.g.- using a magnifying glass to look at shell).
Teacher question stems or language to facilitate learning	● We made playdough out of salt, flour, water. How does the salt feel? (before you mix it in) Is it smooth or rough between your fingers? What does the flour feel like? Smooth or rough? ● Why does snow melt? Where does it go? ● Why do the magnets stick together? ● Why does that ball roll faster than that cube? ● Can a___any object____ sink or float in the water? ● What color will the red and yellow paint make? (continue with all 3 primary colors, then try white with each color, and

	black with each color). ● Listen to the Sing, Song, Count with Me CD- Song "Hurry Burry" it has real life sounds for the children to identify ● What happens to objects when you look through the magnifying glass?
Teacher Resources to facilitate learning:	● Get Set for School Numbers and Math Pre-K Teacher's Guide (to build measurement concepts & data collection/graphing) ● Lisa Murphy set of Ooey, Gooey Books
Classroom materials to facilitate learning:	● Big Bowl ● Mixing Spoons ● Red, Yellow, Blue Paint ● Blocks ● Objects to use with sink or float ● Magnet set ● Balance ● CD Player ● Magnifying Glass ● Safety Goggles
Vocabulary to facilitate learning:	● Investigate ● Explore ● Mix ● Smooth vs. Rough ● Heavy vs. Light ● Big vs. Little ● Light vs. Dark
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**I. Physical Science** **3. Solves problems involving physical properties of objects and materials.**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources ● Represent ideas and feeling through art & construction
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations ● Creating with materials ● Pretend play
Indicators for MELS	● Identifies problems involving physical properties of objects and materials ● Experiments with objects to produce desired effects ● Makes predictions based on experiences with objects and materials
The child…. (Examples)	● Says, “I want the car to go faster.” ● Says “I want to build a taller tower.” ● Says, “I have red, blue and yellow paint, but I want green.”

	● Moves the ramp to make a toy car go different speeds ● Tries to make a new color of paint by mixing other paint colors ● Tries to throw a ball at target. ● Suggests which objects will sink or float ● Guesses which ramp the car will go down faster ● Predicts which objects magnets attract or repel (ex: leaves, cotton balls, paper clips, nuts & bolts) ● Makes suggestions that will cause ice to melt faster
Teacher strategies to help child apply skills:	● Asking open-ended questions ● Taking advantage of spontaneous happenings to encourage problem solving with substances and objects (e.g., at snack time when something spills; in the block area as children attempt to construct tall towers) ● Providing children with enough time and space to work with objects and materials and pursue their own inquiries (e.g., constructing with blocks) ● Supplying a variety of materials for children to experiment with (e.g., to see what sinks or floats at the water table; to see how far objects such as feathers or pieces of paper go when the blow at them through straws) ● Engaging children in predicting what will happen as they experiment ● Providing opportunities for children to test their predictions ● Encouraging children to build on what they know by making connections with other experiences they've had with objects and materials
Teacher question stems or language to facilitate learning	● How can we make the car go farther? How can we make the car go faster? ● Our tower keeps falling when we put the seventh block on. What could we do in order to stack eight blocks? ● How can we get these two sides to balance? ● We have red, yellow, and blue paint but no green. How could we get green paint?
Teacher Resources to facilitate learning:	● Get Set for School Numbers and Math Pre-K Teacher's Guide (to build measurement concepts & data collection/graphing) ● Lisa Murphy Ooey, Gooey Books
Classroom materials to facilitate learning:	● Cars and ramps/blocks ● Water table ● Sink and float objects ● Balance/Scale and bears and other items ● Magnets and variety of magnetic and non-magnetic objects
Vocabulary to facilitate learning:	● Sink and float ● Predict ● Fast/slow

	● Heavy/light ● Magnets ● Balance ● Problem and Solve/Solution ● Experiment ● Trial and Error
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**I. Physical Science** **4. Represents observations of the physical world in a variety of ways**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop numerical thinking ● Develop geometric, spatial and temporal thinking ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources ● Represent ideas and feelings through pretend play ● Represent ideas and feelings through movement & music ● Represent ideas and feeling through art & construction
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations ● Creating with materials ● Food experiences ● Movement ● Music ● Pretend play
Indicators for MELS	● Represents observations through pretend play ● Represents observations through music and movement ● Represents observations through art and construction ● Talks about the physical world

The child…. (Examples)	● Pretends to prepare/cook food ● Use simple tools (ex: magnets, magnifying glasses, ramps, tape measures, balls, prisms) in pretend play ● Engages in role playing (ex: acts like a scientist, chef, construction worker, artist, race car driver/pit crew member ● Pretends to skate on ice ● Acts out a melting snowman, popping popcorn, an object rolling down the hill ● Sings action songs, (ex: I'm a Little Teapot, Johnny Works with One Hammer, Grand Old Duke of York, Jack and Jill Went Up the Hill) ● Creates songs about experiences in the physical world ● Builds and/or draws towers, enclosures, roads, bridges, tunnels, ramps and vehicles ● Intentionally mixes blue and yellow paint to make green ● Draws "maps" or "blueprints" of constructions ● Asks "How did you do that?" ● Tells a friend, "If you add another block to the tower, it will fall." ● Describes objects according to size, shape, color or speed ● Uses names for tools (ex: magnifying glass, magnet, scale, ramp) ● Uses texture words (ex; bumpy, rough, soft, smooth, slick, hard) ● Uses measurement words (ex: heavy/light, hot/cold, big/little, long/short, fast/slow)
Teacher strategies to help child apply skills:	● Engaging students in conversations about the physical world. ● Assist in creating graphs to chart the daily weather, or other observations. ● Writes questions, predictions, and then the results (Will the groundhog see his shadow? It's cloudy, will it rain, or will the sun come out?) ● Encourage collections of natural materials. ● Provide journals, paper, chart paper, and a variety of writing materials. ● Encourage sorting objects by texture, size or shape. ● Assist in placing objects into a Venn Diagram.
Teacher question stems or language to facilitate learning	● Let's write/draw what happens. ● Draw what you see. ● What color/shape/size, is it? ● How does it feel? How is it heavy or light? Hard or soft? Rough or smooth?
Teacher Resources to facilitate learning:	● Get Set for School Numbers and Math Pre-K Teacher's Guide (to build measurement concepts & data collection/graphing) ● Lisa Murphy set of Ooey, Gooey Books
Classroom materials to facilitate learning:	● Sorting trays ● Chart paper, journals, writing materials ● Objects with a variety of colors, sizes, textures, weights. ● Science tools such as scale balance, magnifying glass, tweezers, rulers.

	● Posters, books and magazines about the physical world.
Vocabulary to facilitate learning:	● Colors, shapes ● Texture words (bumpy, smooth, hard, soft, fuzzy, etc) ● Names of tools (magnifying glass, magnet, scale, ramp) ● Measurement words (heavy/light, hot/cold, big/little, long/short, fast/slow) ● Scientist words such as predict, observe, journal, measure, chart, graph.
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**II. Life Science** **1. Explores characteristics of living things** **2. Investigates characteristics of living things**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations
Indicators for MELS	● Shows interests in plant and animal changes ● Uses one or more senses to observe the natural world ● Asks questions about the natural world ● Collects information to learn about living things ● Shows knowledge of characteristics of living things
The child…. (Examples)	● Comments on changes in living things (ex: babies grow to adults, seeds become plants, caterpillars become butterflies, birds hatch from eggs) ● Remarks that the leaves are changing colors, the trees have buds, the flowers are blooming

	● Looks at books, magazines and posters that feature living things (ex: The Very Hungry Caterpillar, Ranger Rick's Your Big Backyard, Zoo Book, magazines and posters from the Missouri Department of Conservation ● Expresses wonder/excitement about living things (ex: rabbits, deer, fish, spiders, birds, blooming flowers) ● Says "I hear the birds singing" or "The dog is barking" ● Says "I smell a skunk" or "Smell this flower." ● Comments on the different tastes of food ● Holds or watches a caterpillar or worm to see how it moves ● Catches bugs and places them in a container ● Uses a magnifying glass to observe living things and nature (like a spider web) ● Examines leaves, pine cones, shells etc. ● Asks "Why didn't the seed grow?" or "Where do babies come from?" ● Asks "Where do the frogs go in the winter?" or "How do fish breathe?" ● Asks "What do animals eat?" or "Where do animals live?" ● Collects leaves, pine cones, shells, seeds, bugs etc. ● Uses real or pretend binoculars to observe nature (ex: birds, trees etc) ● Matches mother animals with their babies using pictures, stuffed animals, animal matching games, animal figurines etc. ● Sorts collections (ex: leaves, pinecones, shells, seed, bugs) ● Talks about the differences in animals (ex: birds have feathers, fish live in water, dogs and cats have fur) ● Identifies living versus nonliving things (ex: says "That's just a plastic snake.")
Teacher strategies to help child apply skills:	● Encourage children in sensory play experiences with natural objects or living things. ● Participate in frequent nature walks and/ or explorations of the playground to explore and draw attention to things in the environment, which prompts discussions about what they see. ● Provide opportunities for children to make collections of seeds, leaves, pine cones, etc. and discuss the characteristics of what they collect. ● Encourage and engage children in planting seeds (indoor/outdoor) and observing how plants grow and change, prompting discussion and inquiries about how plants grow and what they need to grow.

	● Use children's interests and questions about specific living things (e.g., spiders, plants) as a way to incorporate learning and exploration by engaging children in activities that will extend throughout the curriculum. ● Read a variety of books about living things and the life cycle and engaging children in conversations about it. ● Providing children with opportunities to handle animals, insects, reptiles, etc., in order to explore the characteristics and qualities (keeping health and safety concerns in mind). ● Prompting discussions about the human body and how it works (e.g., ''How do you know when you're hungry?''.
Teacher question stems or language to facilitate learning	● ''Why do you think these leaves are drooping?'' ● ''Where do you think toads live?'' ● ''What do plants need to grow?'' ● ''What is an experiment?'' ''What do you need to do an experiment?'' ● ''What does it mean to make a prediction during experiment?'' ● ''What do animals eat?'' ''Do all animals eat the same thing?'' ● ''How do you think a caterpillar turns into a butterfly?''
Teacher Resources to facilitate learning:	● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Sensory Materials (water,seeds, rocks, feathers, sand, pine cones, leaves, etc.). ● Books about science/life cycle ● Posters related to science/life cycle posted around the classroom ● Magnifying glasses ● Microscopes ● Sensory bottles/table ● Real and plastic insects
Vocabulary to facilitate learning:	● Predict ● Observe ● Experiment ● Results ● Life Cycle ● Science ● Nature ● Living Things
Assessment: (How will we know if student has learned?)	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**II. Life Science** **3. Solves problems related to living things**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations
Indicators for MELS	● Identifies problems involving living things ● Recognizes that living things have needs ● Makes predictions based on experience living things
The child…. (Examples)	● Comments that the plant is drooping (wilting) ● Complains that the animals cage is smelly ● Says “I can’t play outside because the bugs will bite.” ● Says “The plant needs water” or “I am hungry” ● Says “The dog wants to play.” ● Says “I think a baby chick will come out of the egg” or “If we don’t water the plant, it will die.” ● Says “When the dog brings the ball, he wants to play.” or “When the baby cries, she needs you.”
Teacher strategies to help child apply skills:	● Acknowledge their observations about changes involving living things (including human beings) and helping them make connections between cause and effect(s).

	● Model appropriate care of living things (e.g. plants, animals, reptiles, themselves). ● Read aloud books that deal with problems of living things. ● Ask questions to promote their problem solving. ● Give them many opportunities to observe and interact with living things (indoors and outdoors). ● Model wonder and interest in the natural world.
Teacher question stems or language to facilitate learning	● The plant looks like it's drooping. What do you think it needs? What would happen if we don't water the plant? ● I see birds searching for something on the ground. I wonder what they are looking for… ● If you are hungry/thirsty, what should you do? ● Why do you think the cage is smelly? ● I see eggs in the bird's nest. What is inside the egg? What do you think will happen next?
Teacher Resources to facilitate learning:	● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Read aloud books ● Binoculars ● Magnifying glasses ● Plants/Fish ● Watering can ● Journals ● Paint
Vocabulary to facilitate learning:	● Plants ● Water ● Sunlight ● Food ● Animals ● Reptile ● Indoor/Outdoor ● Living Things ● Caring ● Observation ● Prediction ● Change ● Cause/Effect

Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**II. Life Science** **4. Represents observations about living things in a variety of ways**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources ● Represent ideas and feelings through pretend play ● Represent ideas and feelings through movement & music ● Represent ideas and feeling through art & construction
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations ● Creating with materials ● Movement ● Music ● Pretend play
Indicators for MELS	● Represents observations through pretend play ● Represents observations through music and movement ● Represents observations through art and construction ● Talks about plants and animals
The child…. (Examples)	● Engages in role playing (ex: plays a veterinarian, gardener, doctor, farmer, florist, parent) ● Pretends to be an animal (ex: dogs, elephant, bird) ● Moves like an elephant, spider or snake

	● Sings songs about living things (ex: Six Little Ducks, Old McDonald Had a Farm, Five Little Speckled Frog, Baby Bumble Bee and the Green Grass Grew All Around, Sweetly Sings the Donkey) ● Creates songs about living things ● Draws or paints pictures of animals and/or own family ● Uses blocks to build a farm or zoo ● Tells about family pets, trips to zoo, etc. ● Comments on how to care for pet ● Uses words such as leaf, tree and flower in conversation ● Uses names of living things (ex: elephant, cow, bird, fish, dog, spider, insect, flower, tree, grass) ● Usese words such as beak, wings, skin, shell, claws, head, tail, feathers, horns and fur in conversation
Teacher strategies to help child apply skills:	● Providing an ample supply of blocks and animal and human figures as well as adequate space and time for children to play with them and to discuss their actions and creations. ● Providing opportunities for children to represent their observations from the zoo, a field trip, etc. by making a class book. (use a website to observe animals through live webcams) ● Inviting visitors with a vocation or hobby involving living things or the natural world (e.g. veterinarian, farmer, nurse) into the classroom. ● Supporting children's pretend play concerning living things and places where living things are found (e.g. zoo, circus, farm, doctor's office). ● Modeling the vocabulary used to describe the characteristics of living things ● Supplying the classroom with appealing books involving living things ● Engaging the children in music and/or movement activities where they can imitate living things and the sounds they make ● Supporting children's attempts to make pictures or sculptures (e.g. with playdough or modeling clay) of living things ● Encouraging children to "write" about their observations (e.g. in a daily journal, in letters to grandparents) ● Engaging children in conversations about their observations (e.g. at morning meeting, while working in learning centers).
Teacher question stems or language to facilitate learning	● What is a living thing? ● What is nonliving? ● Let's draw what happened. ● Draw what you see. ● What do you see? ● Where did it come from? ● What makes them different/same? (when comparing) ● Let's make a habitat.

	● You noticed _____. What made you notice that?
Teacher Resources to facilitate learning:	● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Blocks with pictures of people, animals, etc. ● Books about living things and nonliving things ● Set of adult/baby animals ● Animal sets ● Drawing and writing materials
Vocabulary to facilitate learning:	● Living ● Nonliving ● Breathing ● Habitat ● Adult/baby animals names: cow/calf, hen/chick, dog/puppy, cat/kitten ● Animal part description words: beak, wings, skin, shell, claws, head, tail, feathers, horns and fur in conversation
Assessment: (How will we know if student has learned?)	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**III. Earth and Space** **1. Explores properties of earth and space** **2. Investigates properties of earth and space**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations
Indicators for MELS	● Shows interest in earth and space ● Uses one or more senses to observe earth and space ● Use simple tools to explore earth and space ● Asks questions about earth and space ● Conducts experiments to contact knowledge of earth and space ● Shows knowledge of changes in earth and space
The child…. (Examples)	● Comments on changes in weather, clouds or seasons ● Looks at books and magazines about earth and space (ex: In the Night Sky, Happy Birthday Moon, Goodnight Noom, In the Small, Small Pond, The Snowy Day, Mud Puddle, Let's Go Rock Collecting, Star Gazers, Ranger Rick's Your Big Back Yard)

	● Plays with, collets and examines rocks, soil (dirt), mud, sand, shells etc.) ● Notices shadows ● Says "I can hear the rain (thunder, wind)." ● Looks at the clouds, the stars and the moon. ● Uses a sand sifter, garden tools, etc. to explore the dirt, mud, sand and rocks ● Uses a flashlight to make shadows ● Plays with measuring devices, (ex: thermometer, rain gauge, ruler, cup, bowl) ● Experiments with windsocks, pinwheels, telescopes, binoculars, kites, magnifying glasses etc.) ● Asks "How do you make mud?" or "Why is this rock shiny?" ● Asks "What makes thunder and lightning?" or "What happened to the snow?" ● Asks "Why is the moon out in the daytime?" or "Where does the sun go to sleep?" ● Asks "Why is the moon following me?" ● Adds water to soil (dirt) to make mud ● Looks for rocks that will write on concrete ● Tries to change rocks (ex: breaks them into smaller pieces or make them shiny by using water) ● Paints with water on outside surfaces ● Comments on changes in weather, clouds, temperature, daylight, and darkness ● Says "The moon is different tonight" ● Comments on changes in puddles, grass, soil, sand, wood chips etc.
Teacher strategies to help child apply skills:	● Allow time outside to observe and explore, and provide tools such as magnifying glasses and binoculars. ● Use bubbles, pinwheels, windsocks, etc to explore properties of wind. ● Provide access to windows in classroom (window treatments that can stay open, step stools if the windows are too high) ● Encourage children to play with, collect and examine rocks, sticks, leaves, sand, shells, etc. ● Fill the water/sand/sensory table with a variety of materials and tools to dig, measure, etc. ● Engage children in shadow play outside, inside with flashlights, and with light table.
Teacher question stems or language to facilitate learning	● How do you make mud? ● What makes thunder and lightening? ● What happened to the snow? ● Where does the sun go at night? ● Why are the clouds moving? ● Why are the leaves changing colors?
Teacher Resources to	● Lisa Murphy's Ooey Gooey Books

facilitate learning:	● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Magnifying glasses, binoculars, pinwheels, bubbles and wands, flashlights ● Collection trays or clear containers to collect natural materials found outside. ● Light table and materials ● Sand/water/sensory table and materials ● Simple tools and measuring devices for sand, water, soil, etc.
Vocabulary to facilitate learning:	● The seasons: spring, summer, fall, winter. ● Weather words (sunny, rainy, cloudy, thunder, lightning, snow, etc) ● Shadow, light, day, night, earth, sun, stars, soil, sand, rocks
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**III. Earth and Space** **3. Solves problems involving earth and space**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations
Indicators for MELS	● Identifies problems involving earth and space ● Makes predictions based on experiences with earth and space
The child…. (Examples)	● Says “There is no grass under the slide” or “It’s cold outside” ● Says “I can’t sit on the sidewalk (sand). It is too hot” or “My shoes got wet when I stepped in the puddle.” ● Says “I can’t dig in this hard dirt.” ● Says “I hear thunder, it’s going to rain.” or “We get to play outside today because it is sunny.” ● Says “I think the snow will melt because the sun is shining.” or “I might fall on the ice.” ● Says “If it snows too much, we can’t go anywhere.” or “Water and dirt make mud.”
Teacher strategies to help child apply skills:	● Providing various opportunities for spontaneous experiences during the day to encourage critical thinking and problem solving (e.g., going outside after rain has caused puddles to form). ● Incorporating time throughout the daily routine for children to explore sand, water, soil/dirt, rocks, etc., and allow for

	children to pursue their own inquiries. ● Promote the freedom of performing experiments and engage children in predicting what will happen, along with testing their predictions. ● Encourage children to share and make connections with other experiences they've had in order to build on what they know about the sky, weather, seasons, etc.
Teacher question stems or language to facilitate learning	● What do you think we will see? ● What do you think will happen next? ● What are some characteristics of seasons? (e.g., current season) ● What are characteristics of plants/animals (e.g. color, shape, size, texture)? ● How do you think the weather changes (e.g., sunny, cloudy, rainy, windy, snowy)?
Teacher Resources to facilitate learning:	● Lisa Murphy's Ooey Gooey Books ● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Sensory Materials (water,seeds, rocks, feathers, sand, pine cones, leaves, etc.). ● Books about science/life cycle ● Posters related to science/life cycle posted around the classroom ● Magnifying glasses ● Microscopes ● Sensory bottles/table ● Real and plastic insects
Vocabulary to facilitate learning:	● Predict ● Observe ● Experiment ● Results
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Early Science	
Missouri Early Learning Standards for Science	**III. Earth and Space** **4. Represents observations about earth and space in a variety of ways.**
Project Construct Domain & Goals	**Sociomoral Domain** ● Cooperate and collaborate as a member of a learning community ● Be inquisitive ● Take initiative ● Be inventive ● Be reflective **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world ● Develop and apply scientific thinking ● Exchange scientific ideas **Representational Domain** ● Develop effective listening and speaking abilities ● Use language to to communicate in a variety of ways for different purposes and audiences ● Gather and comprehend information from a variety of sources ● Represent ideas and feelings through pretend play ● Represent ideas and feelings through movement & music ● Represent ideas and feeling through art & construction
Project Construct Assessment Experiences to facilitate learning:	● Exploration & experimentation ● Investigations ● Creating with materials ● Movement ● Music ● Pretend play
Indicators for MELS	● Represent observations through pretend play ● Represent observations through music and movement ● Represents observations through art and construction ● Talks about earth and space
The child…. (Examples)	● Engages in role playing (ex; plays a weather person, astronaut, farmer) ● Dresses dolls, puppets, flannel board characters according to the weather ● Uses simple tools (ex: magnifying glasses, binoculars, telescopes, scales, maps, digging tools, brushes, buckets) to

	pretend ● Moves like the wind, snowman, snowflake, rocket astronaut in space, tornado, dinosaur etc. ● Sings songs like Twinkle, Twinkle Little Star, The Itsy Bitsy Spider, Hey Diddle, Diddle and If All the Raindrops Were Lemondrops and Gumdrops ● Creates songs about earth and space ● Make landscapes with mud, sand and water ● Draws or paints pictures of the sky, moon, stars, sun, earth etc. ● Uses playdough or blocks to make mountains, snowmen, spaceships, caves, dinosaurs etc ● Describes rocks according to size, shape, and color ● Says "The moon and stars come out at night." ● Talks about night and day, winter, spring, summer and fall ● Uses earth words (ex: soil, oceans, mountain, sand, rock, river, lake, creek) ● Uses weather words (ex: rainy, windy, snowy, foggy, sunny, cloudy, temperature) ● Uses seasonal words (ex: winter, spring, summer and fall) ● Uses space words (ex: moon, star, sun, sky, air)
Teacher strategies to help child apply skills:	● Ask open-ended questions (why and how) to engage children in conversations about elements of earth and space. ● Encourage children to represent their observations about the seasons, clouds, rivers, mountains, and other components of earth and space in many different media as well as through language. ● Engage children in musical experiences and songs in which they act out their observations (e.g. twirling like a snowflake). ● Provide resources and opportunities for children to experiment with writing or drawing their observations. ● Invite guests (e.g. miners, geologists, weather forecasters) to the classroom to discuss and/or demonstrate what they do and what equipment tools they use. ● Provide appropriate props for children to role play. ● Supply the classroom with posters, books and magazines about earth and space. ● Model vocabulary associated with earth and space (e.g. weather and seasonal words, names of tools). ● Provide many opportunities (e.g. at circle time, during center time) for children to represent their ideas about earth and space and to exchange their ideas with their peers.
Teacher question stems or language to facilitate learning	● What does the weather look like today? ● What do you see in the sky? ● There is snow on the ground today. Do you think we will be going outside to play? Why not? ● What shape is this rock? Is it smooth or rough? ● Look at the river on the map. Does it look long or short. Which river is the longest? ● Our season is fall. How can we tell it's fall? What color do the leaves change to? Is it getting colder or warmer? ● What kind of activities do you do during the day? What about at night? What is the difference between daytime and nighttime?

Teacher Resources to facilitate learning:	● Lisa Murphy's Ooey Gooey Books ● "Nature Revealed"-Discover Nature Schools Pre-K Instructional Unit Teacher guide from Missouri Department of Conservation
Classroom materials to facilitate learning:	● Read aloud books ● Journals ● Paint and art supplies ● Play dough ● Sand ● Rocks of different sizes and shapes ● Blocks of different shapes and sizes ● Dolls/Puppets ● Magnifying Glasses ● Binoculars ● Microscope ● Scale ● Maps ● Digging tools ● Brushes ● Buckets
Vocabulary to facilitate learning:	● Small/Big ● Colors (Red, Blue, Green, Yellow, etc.) ● Shapes (Circle, Sphere, Square, Cube, Triangle, Pyramid, etc.) ● Night/Day ● Winter/Spring/Summer/Fall ● Soil, Ocean, Mountain, Sand, Rocks, River, Lakes ● Rainy, Windy, Snowy, Foggy, Sunny, Cloudy ● Hot/Cold ● Moon, Sun, Star, Sky, Air
Assessment: **(How will we know if student has learned?)**	● Teacher Observations

Physical Development	
Missouri Early Learning Standards for Physical Development	**I. Physical Development** **1. Uses gross motor skills with purpose and coordination**
Project Construct Domain & Goals	**Physical Development Domain** ● Develop motor skills for personally meaningful purposes ● Develop healthy living practices
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Exploration and experimentation ● Group Games ● Movement ● Music ● Pretend Play
Indicators for MELS	● Moves from one point to another ● Controls body movements ● Uses large muscle movements to manipulate objects
The child…. (Examples)	● Walks, runs, jumps, gallops, and hops on one foot ● Bends, stretches, turns and twists body parts ● Rolls body in one direction ● "Stops" or "Freezes" then changes directions while playing a game ● Balances on one foot (on a balance beam or a variety of surfaces) ● Bats at a ball or balloon with hands or equipment ● Throws, kicks, bounces, and catches a ball ● Rides a tricycle/bicycle or wheeled toy with pedals
Teacher strategies to help child apply skills:	● Providing ample time and space for vigorous outdoor and indoor play ● Supplying a variety of playground equipment (e.g., slides, climbing structures, tricycles, wagons) for children to actively

	explore. For safety reasons, playground surfaces should be "soft" (i.e., composed of loose fill, such as mulch or pea gravel or with rubber-like material). ● Supplying a variety of indoor equipment (e.g., balance boards, large blocks, large foam wedges, ramps, crawl-through shapes, hoops, balls, paddles) for play that increases gross motor skills. ● Constructing a mini obstacle course for children to negotiate. ● Providing space and equipment (e.g., bean bag targets, plastic bowling balls and pins) for aiming activities. ● Engaging children in activities that involve gross motor skills such as imitating the movements of insects (e.g., butterflies, beetles) or animals (e.g., elephants, lions, puppies). ● Scheduling daily opportunities for movement experiences in addition to indoor and/or outdoor free play. These experiences need not be whole group activities; they may be short (5-10 minutes) activities, arranged in various "stations" around the classroom or playground, that children may choose to participate in according to their interests and skill levels. ● Planning movement experiences that allow children to participate according to their abilities (e.g., encouraging children to jump as high as they can or to dance expressively to music). These activities should be open-ended and experimental rather than competitive. ● Adapting play equipment and the classroom environment so that all children, including those with special needs, can participate in movement experiences. ● Engaging the children in movement activities accompanied by music or to a rhythm (e.g., marching, dancing, clapping, stomping, swaying).
Teacher question stems or language to facilitate learning	● How can you move your body to get through the obstacle course? Do you have to climb over or do you climb under? ● How high can you jump? How low can you get to the ground? ● What does your body do when the music starts? Does it make you want to move a certain way? Is it a fast moving song or a slow moving song? ● Where is it the best place to run?
Teacher Resources to facilitate learning:	● Utilize the equipment provided in outdoor and indoor play ● Use the movement CD's provided
Classroom materials to facilitate learning:	● Movement CDs ● Balance Beam (indoors) ● Bean Bag Targets and bean bags ● Tricycles & Scooters ● Balls
Vocabulary to facilitate learning:	● Fast

	● Slow ● High ● Low ● Right ● Left ● Over ● Under
Assessment: **(How will we know if student has learned?)**	● Teacher observations on physical development (see rubric at the end of section)

Physical Development	
Missouri Early Learning Standards for Physical Development	**I. Physical Development** **2. Uses fine motor skills with purpose and control**
Project Construct Domain & Goals	**Physical Development Domain** ● Develop motor skills for personally meaningful purposes ● Develop healthy living practices
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials & Distributing Things ● Exploration and experimentation ● Food Experiences & Group Games ● Independent Writing ● Shared Writing ● Movement & Music ● Pretend Play
Indicators for MELS	● Performs fine motor tasks ● Uses fingers and hands to accomplish fine motor tasks ● Uses tools in a functional manner ● Exhibits coordination of facial muscles
The child…. (Examples)	● Squeezes wet sponges, glue bottle or a catsup bottle ● Works with playdough or molds clay ● Uses hands and fingers to open clothespins, uses staplers, uses paper punch etc ● Fastens buttons, zips zippers, fasten fasteners or snaps snaps on clothing ● Strings beads, macaroni or “O” shaped cereal ● Sorts small shapes in a shape center ● Builds with small connecting blocks ● Laces shoes or lacing cards ● Holds paper with one hand and cuts with the other ● Uses paintbrushes, scissors, and eating utensils ● Holds writing tools with fingers to draw or write ● Uses woodworking tools with supervision (ex: hammer, saw) ● Attempts to wink an eye, blows bubble through bubble wand or blows out candles ● Tries to whistle or imitates/makes silly faces ● Speaks clearly

Teacher strategies to help child apply skills:	● Supplying the math center with various manipulatives and engaging the children in sorting and/or counting activities ● Arranging a well-equipped writing center (e.g., with pencils, alphabet letters, staplers, tape, different-sized markers, various kinds of paper including notepads and receipts or order forms) where children can explore and experiment with writing ● Setting us a woodworking or construction area with various tools for the children to work with under supervision ● Supplying a sand and/or water table with various pieces of equipment (measuring cups, funnels, scales, scoops, sponges, etc.) for the children to use ● Providing a well-equipped art area and plenty of opportunities for children to experiment with art materials (e.g. paint, playdough, scissors, glue, materials to make collages) ● Games and puzzle centers ● Supporting children's efforts to dress themselves, brush their teeth, clean up, etc.
Teacher question stems or language to facilitate learning	● Can you use the tongs to pick up the pom poms? ● How can we get another block to balance on top? ● Can you make a big tall line? Can you make a short fat line? Can you make a line all the way across your paper?
Teacher Resources to facilitate learning:	● Get Set for School: Readiness & Writing Teacher Guide
Classroom materials to facilitate learning:	● Water table and tools--scoops, measuring cups, funnels, sponges ● Fine motor tools--tweezers, scissors, eye droppers, tongs ● Lacing cards and stringing beads ● Writing and drawing tools (pencils, paintbrushes, bingo dobbers, stencils, etc.) ● Playdough and playdough tools (rollers, plastic knives and scissor) ● Dress up clothes with buttons, laces, zippers, and fasteners
Vocabulary to facilitate learning:	● Vocabulary related to fine motor actions: Pinch, scoop, roll, cut, snip, open and shut ● Directional/spatial words: on, off, in, out, push, pull, through, up, down ● Zip, button
Assessment: (How will we know if student has learned?)	● Teacher observations on physical development (see rubric at the end of section)

Physical Development	
Missouri Early Learning Standards for Physical Development	**I. Physical Development** **3. Responds to sensory input to function in the environment**
Project Construct Domain & Goals	**Physical Development Domain** ● Develop motor skills for personally meaningful purposes ● Develop healthy living practices **Cognitive Domain** ● Develop geometric, spatial and temporal thinking ● Increase knowledge of the physical world
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Exploration and experimentation ● Food Experiences ● Group Games ● Investigations ● Movement ● Music ● Pretend Play
Indicators for MELS	● Exhibits sensory awareness ● Exhibits body awareness ● Exhibits spatial awareness ● Exhibits temporal awareness
The child…. (Examples)	**Touch** ● Identifies hidden objects in a "feely" bag by touch ● Participates in messy play activities (ex: finger painting, working with clay or playdough) **Hearing** ● Follows verbal directions while playing games such as Simon Says ● Responds to environmental sounds (ex: attends when name is called, investigates unusual noises such as a siren or breaking glass) **Sight** ● Finds details in illustrations in books (ex: I Spy, Each Peach Pear Plum, Where's Waldo?)

	● Arranges objects by color, size, texture, and/or shape ● Aims a ball or beanbag at a target ● Follows a line with a finger or pencil **Smell** ● Says "This marker smells like grapes" ● Says "I smell popcorn" **Taste** ● Licks ice cream on a cone ● Remarks that a food tastes good ● Identifies body parts through finger plays and songs (ex: Hokey Pokey, Head, Shoulders, Knees and Toes, Where is Thumbkin?) ● Creates different shapes with his body (ex: makes a circle with fingers, makes a bridge with another child) ● Imitates animals with movement of body parts (Ex: uses arms for wings, slithers like a snake) ● Moves body forward, backward, sideways, up, down ● Plays games involving movement and directions (ex: Duck, Duck, Goose, Tag, Hide and Seek, Mother May I?) ● Negotiates an obstacles course ● Puts puzzles together or fits blocks into a defined space ● Moves his body to a rhythm (ex: clapping, stomping, swaying, marching) ● Adjusts body movements to the tempo (ex; fast, slow, start, stop) ● Kicks a rolling ball or catches a ball ● Follows a sequence or pattern in songs or finger plays (ex: B-I-N-G-O, The Itsy Bitsy Spider, Where is Thumbkin?)
Teacher strategies to help child apply skills:	● Provides sensory table with various materials to explore and regularly exchanging the materials and introducing new ones. ● Engaging children in singing, rhyming or other word games that focus on language sounds. ● Encouraging children to investigate and imitate sounds in the environment. ● Providing children with opportunities to play with a variety of musical instruments or to make their own instruments. ● Providing children with opportunities to make collections and sort and classify objects by color size and shape. ● Encouraging children to identify smells. ● Introducing cooking experiences in the classroom. ● Introducing science experiences such as making slime, baking soda & vinegar bubbles, etc. ● Create a small obstacle course for children to crawl, run and jump through. ● Engaging children in games that involve equipment (bouncing balls, hitting ball with bat) and movement experience where they toss and catch (bean bags, scarves)
Teacher question stems or language to facilitate learning	● What does it feel like? Hard like a rock or soft like a pillow? ● What does it taste like? Sweet like sugar, or sour like a lemon?

	● Listen! What do you hear? ● I can smell our lunch cooking? What do you think it will be? ● Can you bounce the ball higher? Can you kick it farther?
Teacher Resources to facilitate learning:	● Movement CDs ● Lisa Murphy's Ooey Gooey books
Classroom materials to facilitate learning:	● Sand/Water table and variety of materials ● Feeling box, variety of textures ● Objects to smell, and taste (cooking activities) ● Supplies to make slime, playdough, bubbles, etc. ● Light table and materials
Vocabulary to facilitate learning:	● Body parts (hand, arm, foot, leg, eye, nose, ear, mouth, head, etc) ● The five senses (taste, smell, hear/listen, look/see, touch/feel) ● Describing words for sound, texture, and smell. (rough, smooth, bitter, sour, sweet, loud, quiet, etc)
Assessment: (How will we know if student has learned?)	● Teacher observations on physical development (see rubric at the end of section)

Physical Development	
Missouri Early Learning Standards for Physical Development	**II. Health** **1. Practices healthy behaviors**
Project Construct Domain & Goals	**Physical Development Domain** ● Develop motor skills for personally meaningful purposes ● Develop healthy living practices **Cognitive Domain** ● Develop geometric, spatial and temporal thinking ● Increase knowledge of the physical world
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Exploration and experimentation ● Food Experiences ● Group Games ● Investigations ● Movement ● Music ● Pretend Play
Indicators for MELS	● Shows independence in personal hygiene ● Chooses to participate in daily physical activity ● Exhibits body strength and endurance
The child…. (Examples)	● Manages toileting and washes/dries hands ● Covers nose and mouth when sneezing and uses a tissue ● Plays on/with outdoor equipment (ex slides, balls, wheeled toys) ● Engages in active play (ex running, jumping, chasing, moving to music, playing with pets) ● Goes on walks with family members ● Joins in indoor or outdoor games (ex musical games, Tag, Drop the Handkerchief) ● Climbs a ladder on the slide ● Pours liquid from a small pitcher ● Maintains her hold while hanging from a bar ● Engages in activities such as duck walks, crab walks, frog leaps, bear walks or wheelbarrow walks
Teacher strategies to help child apply skills:	● Discussing and modeling hygienic behavior with simple explanations of why it is important (e.g., ‘‘I always wash my hands before I eat because I don’t want to get germs on my food.’’). ● Ensuring the classroom is adequately supplied with tissues, toilet paper, paper towels, etc. and have items easily accessible to children.

	● Demonstrating sensitivity to children's needs for toileting and having a toileting routine that allows children's independence and self regulation. ● Showing enthusiasm for daily physical activity and engaging with children in active play. ● Adapting indoor/outdoor play in the daily routine. ● Engaging children in conversations about healthy behaviors and their importance. ● Promote outdoor activity by providing opportunities for running, jumping, chasing, walks, climbing, etc). ● Providing opportunities for children to participate in group games (eg., Duck DucK Goose). ● Provide opportunities to practice self help skills such as pouring their own water from a pitcher, toileting, washing hands, and wiping their own nose. ● Providing music/movement opportunities using various materials (e.g., scarves, hula hoops, balls, bean bags).
Teacher question stems or language to facilitate learning	● ''Why do we need to wash our hands before eating?'' ● ''Why and how can we be respectful to others when we are sneezing?'' ● ''What kind of animals can we pretend to be when we go on a nature walk?'' ● ''How can we be safe when playing outside?'' ● ''How can we be safe during music time to make sure we don't hurt anyone around us?''
Teacher Resources to facilitate learning:	● Movement CDs ● Signs/Posters of steps for hand washing, toileting, wiping your nose
Classroom materials to facilitate learning:	● Music/Movement CD's and materials (bean bags, scarves, squishy balls). ● Outdoor/Indoor Play Equipment (Balls, Scooters, Wheeled Toys) ● Tissues, toilet paper, paper towels ● Materials for meal times (utensils, plates, pitchers, cups, napkins)
Vocabulary to facilitate learning:	● Utensils ● Indoor Play & Outdoor Play ● Group Games & Exercise ● Music/Movement
Assessment: (How will we know if student has learned?)	● Teacher observations on physical development (see rubric at the end of section)

Physical Development	
Missouri Early Learning Standards for Physical Development	**III. Safety** **1. Practices safe behaviors**
Project Construct Domain & Goals	**Physical Development Domain** ● Develop motor skills for personally meaningful purposes ● Develop healthy living practices **Sociomoral Domain** ● Build relationship of mutual trust and respect with adults ● Builds relationship of mutual trust and respect with peers ● Take initiative ● Be confident **Cognitive Domain** ● Develop logical thinking ● Increase knowledge of the physical world
Project Construct Assessment Experiences to facilitate learning:	● Class meetings & discussions ● Creating with materials ● Exploration and experimentation ● Food Experiences ● Group Games ● Investigations ● Movement ● Music ● Pretend Play
Indicators for MELS	● Listens to and follows adult directions during emergencies ● Follow vehicle, street, and public safety ● Recognizes personal danger ● Knows how and when to seek help
The child…. (Examples)	● Participates in emergency drills (ex fire, intruders, natural disasters) at school and home ● Uses appropriate car restraints ● Stays with an adult when crossing the street, in parking lots and/or in public places ● Practices bike safety (ex wears helmet, rides in a safe place)

	● Stays away from machinery (ex lawn mower, power tools, farm equipment) ● Knows that objects such as weapons, syringes, matches etc can be dangerous and should not be touched ● Displays caution around water, fire, unsafe heights, and unfamiliar people and animals ● Knows not to eat unknown substances such as medicines, poisons, household cleaners etc ● Asks an adult for help when made to feel uncomfortable or unsafe by another person ● Calls for help during emergencies (ex shouts for an adult, asks an adult for help in an emergency, calls 9-1-1) ● Recognizes trusted adults (ex: police officer, firefighters)
Teacher strategies to help child apply skills:	● Model and discuss the importance of safe behaviors. ● Conduct emergency drills and fire drills regularly with the children and make sure they are familiar with emergency procedures. ● Read stories to the children that involve safety issues and/or the roles of police officers, firefighters, etc., and discussing these issues with the children. ● Invite police officers, firefighters, animal control personnel and/or veterinarians into the classroom to explain their roles. ● Teach children basic safety procedures (e.g. how to call for help; not to touch sharp objects; what to do if an adult makes them uncomfortable) and role play these procedures with them. ● Include items (e.g. hard hats, bike helmets, doll car seats) that reflect safe behaviors or roles in the pretend-play area. ● Teach children basic symbols (e.g. poison symbol, EXIT sign) for danger and safety.
Teacher question stems or language to facilitate learning	● Today we are going to practice what we would do in case of an emergency. We are going to have a drill. That means it is not real and we are practicing what to do. If there was a fire in the building, do you know where we would go? I am going to show you! ● I always wear my seat belt when I am in the car. Why do you think that is important? ● If you need help, what number can you call? ● If you get lost, what can you do? Who can you ask for help? ● What do we do at school in case of a fire? What do you do at home?
Teacher Resources to facilitate learning:	● Community resources and in-school field trip visitors (police officer, firefighter, nurse, dentist, etc)
Classroom materials to facilitate learning:	● Read alouds and posters about safety procedures ● Bike helmets ● Dolls ● Community helper sets and dress up clothes ● Play phone ● EXIT sign
Vocabulary to facilitate learning:	● Emergency ● 911

	● Safe/safety/safe place ● EXIT ● Community helper titles (firefighter, police officer, etc) ● Emergency drills (tornado, fire, intruder, earthquake)
Assessment: **(How will we know if student has learned?)**	● Teacher observations on physical development (see rubric at the end of section)

Personal Knowledge Checklist				
Personal Knowledge	**Benchmark**	**1st Trimester**	**2nd Trimester**	**3rd Trimester**
	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date

Self and Social Development Rubric					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 1 (8)	**Personal Knowledge & Self-Identity**	1-2 correct	3 correct	4-5 correct **AND** Describes self based on physical characteristics. (I have blue eyes.) **OR** Compares physical characteristics of self and others. (I am taller than my sister.)	6 correct **AND** Expresses own preferences **OR** Feelings in comparison to others (I like mac and cheese, but he likes pizza.) (Mom's favorite color is pink; I like blue.)
PD-HLTH 6 (43) **PD-HLTH 8 (45)**	**Practices self-help and personal care skills**	Requires adult assistance	Independently washes hands **AND** uses tissue; **AND** fastens own clothing after bathroom. May need reminders	Washes hands **AND** uses tissue without reminders; **AND** independently puts on jacket, **AND** removes and puts on shoes	Zips independently **AND** provides reminders to peers. (See Basic)
	Expresses pride in accomplishments	Agrees with adult/enjoys adult praise of accomplishments	Positively communicates completion of activity (We did it! Look at this!)	Positively communicates about own skills; **AND** expresses that they are good at something specific.	Demonstrates confidence by assisting peers in own areas of accomplishments

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 2 (9)	**Expresses empathy**	Shows awareness when others are unhappy or upset.	Offers simple assistance when others are upset (tries to comfort or notifies adults) **OR** accurately labels others' feelings (on a person, in a book or by drawing)	Offers simple assistance when others are upset (tries to comfort or notifies adults) **AND** accurately labels others' feelings (on a person, in a book or by drawing)	Comforts upset peer with words **AND** actions. (Sits with arm around child. "It's okay, Mommy will come back.")
ALT-REG 5 (5) **HSS 4 (51)**	**Copes with feelings/exhibits self control**	Requires adult assistance to deal with frustrations **OR** maintain safety of self and others	Requires verbal reminders to refrain from acting impulsively	Waits turn **AND** distracts self **OR** Seeks adult assistance rather than acting impulsively	Verbally offers strategy/solution to others, uses words to solve problems **OR** Removes self from frustrating situations
ALT-REG 7 (7)	**Shares and takes turns**	Requires adult guidance to take turns **OR** refuses to share	Complies with adult structured procedure for taking turns **AND** shares reluctantly	Take turns **AND** shares willingly. May need occasional adult reminders.	Proposes solution to peers for turn taking **AND** sharing.
SED 3 (10)	**Builds relationships with familiar adults**	Seeks help or comfort	Cooperates with adult **AND** child initiates adult interaction.	Wants to assist adult **AND** Engages adult in conversation	Works with adult to plan and organize new activities **OR** problem solve

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 4 (11)	**Progresses through developmental stages of play**	Primarily engages in parallel play.	Alternates between cooperative and parallel play.	Regularly engages in sustained cooperative play.	Leads group of children in cooperative play activity.
SED 5 (12)	**Engages in dramatic play**	Briefly engages in pretend play	Uses language to communicate about pretend play to peer **OR** adult. (I'm driving a bus. I'm feeding the baby.)	Plays a defined role in a dramatic play situation for a sustained period of time.	Takes part in planning **AND** assigning roles in a play situation.
ALT-REG 4 (4)	**Shows curiosity and tries new things**	Watches others/touches new materials	Asks questions about new things **AND** actively explores new materials.	Independently uses familiar materials to investigate.	Uses initiative to combine materials **OR** activities in new and inventive ways..
ALT-REG 1 (1) **ALT-REG 6 (6)**	**Demonstrates concentration and persistence**	Needs adult encouragement to maintain concentration **OR** complete activity.	Maintains self-selected activity even in a distracting environment.	Persists with chosen activities even with difficulties are encountered.	Returns to challenging **OR** multi-step activities over multiple days.

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
HSS 5 (52)	**Complies with teacher expectations**	Needs teacher assistance to follow familiar rules.	Usually follows classroom rules, including respecting others' space **AND** cleaning up.	Applies familiar rules to all spaces in school, including on the playground **AND** in "specials" classes.	Can verbalize expectations to adults or peers **AND** maintains compliance regardless of other children's behavior or other unusual circumstances.
	Participates in daily group activities	Needs adult assistance to stay with group during group activities.	Stays with group **AND** participates with adult encouragement.	Participates appropriately **AND** at appropriate times	Volunteers extension idea **OR** activity related to group activity.
	Successfully completes transitions	Requires adult assistance for transitions.	Transitions successfully with reminders.	Independently transitions successfully.	Assists peers.
Transitions include ALL lining up, stopping activities when asked, cleaning up after snack and play times, moving between activities, moving with the group outside the classrooms, **AND** separating from familiar adults.					

Physical Development Rubric					
DRDP Code		**1 Below Basic**	**2 Basic**	**3 Proficient**	**4 Advanced**
PD-HLTH 4 (41)	**Fine Motor: Scissor skills**	Lacks appropriate scissor skills **OR** tears rather than cutting **OR** holds scissors incorrectly.	Cuts paper in small pieces (snipping) **OR** attempts to cut out object **AND** holds scissors correctly with reminders.	Cuts out object within one inch of line (either side) **AND** Independently holds scissors correctly.	Cuts out object within ¼ inch of line.
PD-HLTH 4 (41)	**Fine Motor: Pencil/Crayon Grasp**	Lacks grasp or firmness.	Uses appropriate firmness **AND** grasp with help.	Uses appropriate grasp **AND** firmness independently.	Using grasp and firmness, can copy simple shapes including plus sign, **AND** triangle, **AND** trapezoid.
PD-HLTH 2 (39)	**Gross Motor: Movement Skills**	Hops on 2 feet with feet barely leaving the ground **OR** runs with short uneven steps, arms to side, often loses balance.	Runs with short strides, sometimes has difficulty stopping; **AND** walks on line at least 5 steps without stepping off.	Runs with long strides, showing arm and leg opposition **AND** jumps forward using both legs **AND** hops on one foot 3+ times	Runs fast, changing directions or elevations easily **AND** hops on one foot 5+ times **AND** walks on balance beam
PD-HLTH 3 (40)	**Gross Motor: Manipulative Skills**	Practices throwing a ball by bringing it behind head but sometimes drops it **OR** swings leg back to kick stationary ball while standing in place **OR** passes items out to peers but sometimes drops them.	Attempts to throw a ball/beanbag to someone **AND** catches a stuffed animal keeping arms extended **AND** steps to kick a stationary ball showing arm and leg opposition, pausing briefly between stepping and kicking	Throws ball/beanbag close to intended target **AND** Catches a bean bag tossed to either side of the body **AND** runs up to a stationary ball, plants foot next to the ball and then swings leg for a forceful kick	Accurately throws ball/beanbag (to child or target) **AND** Integrates 2 or more physical activities (runs and kicks ball, bounces a ball while walking)

The City of St. Charles School District
EARLY CHILDHOOD CURRICULUM

Social and Emotional Development	
Missouri Early Learning Standards for Social and Emotional Development	**I. Knowledge of Self** **1. Exhibits self-awareness** **2. Develops self-control** **3. Develops personal responsibility**
Project Construct Domain & Goals	**Sociomoral Domain** ● Builds relationships of mutual trust and respect with adults ● Builds relationships of mutual trust and respect with peers ● Consider the perspective of others ● Cooperate and collaborate as a member of a learning community
Project Construct Assessment Experiences to facilitate learning:	● Class Meetings & Discussion ● Food Experiences ● Group Games ● Pretend play ●
Indicators for MELS	● Shows respect for self ● Develops personal preferences ● Knows personal information ● Follows simple rules ● Accepts transitions and follows daily routines ● Expresses feeling through appropriate gestures, actions and language ● Adapts to different environments ● Cares for personal group and possessions ● Begins to accept the consequences of his or her own actions
The child…. (Examples)	● Stands up for his or her own rights and needs ● Acknowledges accomplishments (ex. says “I can hit the ball”) ● Uses self help skills (ex. washing hands with soap and water, brushing teeth with assistance, trying new foods) ● Makes choices ● Expresses likes and dislikes ● Chooses a favorite color, food, song, friend, etc. ● Describes self using several basic characteristics, (ex. gender, age, hair color or eye color) ● Refers to self by first and last name

	● Knows parents'/guardians' names ● May know address and telephone number ● Follows a few clear and consistent home or classroom rules ● Follows rules made with adults and/or peers in a game of play ● Follows safety rules ● Understands and follows schedules/routines at home or school ● Manages smooth transitions from one activity to the next (comes indoors to wash hands, to eat lunch to listen to a story) ● Separates from parents easily ● Identifies emotions (ex says "I'm really mad" or "The story makes me sad") ● Shares happiness or success of another ● Offers to help someone who is hurt ● Uses pretend play to understand and respond to feelings ● Controls an impulse to take an object away from another child (ex. uses appropriate words instead of hitting) ● Adjusts behavior to different settings (ex. library, home, playground or school) ● Follows rules in different settings ● Carefully handles books and other objects ● Takes care of toys ● Puts away belongings and materials, such as clothing, toys and art supplies ● Brings a damaged object to a parent or teacher for repair after breaking it ● Admits wrongdoing (ex. says "I hit her because she took my toy")
Teacher strategies to help child apply skills:	● Provide opportunities for children to express preferences and make choices throughout the day (center time, snack time, open-ended artwork) ● Allowing children sufficient time to make choices, and respecting children's decisions. ● Playing games and creating class graphs or visuals to post to help children remember personal information such as name, age and birthday. ● Model vocabulary for expressing feelings through language. ● Acknowledging and accepting children's expression of feelings. ● Take advantage of events in the classroom to involve the children in problem solving. ● Teaching calm down methods including breathing and going to the safe place in the classroom. ● Using literature to help children take the perspective of others (such as the Shubert books). ● Clearly signaling transitions through use of songs, music visual or verbal warnings. ● Displaying a visual daily schedule and referring to it throughout the day to help establish routines. ● Provide clearly marked areas in the classroom for children to independently put own backpack, coat, folder and lunch box away. ● Model how to appropriately handle classroom toys, books and materials with care and to put things away when finished, into clearly labeled shelves or bins.

	● Use of a classroom job chart for every child in the class to have a meaningful job. ● Allowing students to experience the consequences of carelessness, etc (within reason and always with safety considerations in mind) and then discussing the situation with the child (without blaming or shaming) in order to solve the problem. ● Asking open ended questions, listening to children's explanations, and supporting their efforts towards reparation.
Teacher question stems or language to facilitate learning	● What is your first name? What is your last name? What is your brother's name? ● What kind of snack do you like? ● What center would you like to go to first? ● How do you feel? What happened that made you feel that way? ● What can you do to help calm down? ● Look at this face? How does she feel? ● What can you do to fix this problem? (hurt a friend, tore a book, spilled your water, etc) ● What is your job in our school family this week?
Teacher Resources to facilitate learning:	● Conscious Discipline
Classroom materials to facilitate learning:	● Conscious Discipline materials (feeling buddies, calm down techniques, Shubert and Sophie books, etc) ● Visual Schedule ● Job chart ● Name cards, cubby labels, charts or posters to display names, ages, and birthdays. ● Labels for toys, classroom items, and personal items ● Books and puzzles with a variety of facial expressions and emotions to identify.
Vocabulary to facilitate learning:	● First name, last name, age, birthday, month, day ● Feeling words (angry, sad, frustrated, shy, happy, surprised, proud, calm, etc) ● Schedule words (first, next, then, after, center time, circle time, music time, outside time, etc) ● Class jobs (line leader, caboose, lights, snack helper, etc as determined by the class & teacher) ● Calm down methods such as S.T.A.R., Drain, Balloon, and Pretzel
Assessment: **(How will we know if student has learned?)**	● Teacher observations on social and emotional development (see rubric at the end of section)

Social and Emotional Development	
Missouri Early Learning Standards for Social and Emotional Development	**II. Knowledge of Others** **1. Builds relationships of mutual trust and respect with others.**
Project Construct Domain & Goals	**Sociomoral Domain** ● Builds relationships of mutual trust and respect with adults ● Builds relationships of mutual trust and respect with peers ● Consider the perspective of others ● Cooperate and collaborate as a member of a learning community
Project Construct Assessment Experiences to facilitate learning:	● Class Meetings & Discussion ● Food Experiences ● Group Games ● Pretend play
Indicators for MELS	● Respect the rights of others ● Respect adult leadership ● Seeks comfort and security from significant adults ● Uses courteous words and actions ● Respects similarities and differences among people
The child…. (Examples)	● Listens while others are speaking ● Takes turns and follows rules ● Respects the personal space of others (ex keeps hand to self) ● Uses an adult as a resource (ex seeks information, assistance or advice) ● Follows adults' guidelines for safety in the home or classroom ● Follows adults' rules for appropriate behavior in different environments ● Shows interest in community workers (ex firefighters, police officers, dentists, doctors) and understands their roles in the community ● Shows an attachment or bond to an adult ● Goes to an adult if he or she has a problem ● Feels safe with significant adults ● Offers help and resources to others ● Has a special friendship with one or two peers (ex misses them if they are apart, frequently choose them in play) ● Is named as a friend or play partners by others ● Says "please" and "thank you" or "hello" and "goodbye" at appropriate times ● Shares toys, passes items at mealtimes ● Waits for a turn during conversation

	● Notices the similarities and differences in others ● Includes children with differences in play (ex differences such as gender, race, special needs, culture and language) ● Explores real-life situations through pretend play ● Recognizes that different individuals have different kinds of skills and information
Teacher strategies to help child apply skills:	● Modeling trust, honesty, and respect in dealings with children and adults ● Having class meetings to discuss events and issues, resolve problems, and share celebrations and news ● Engaging the children in voting to decide questions ● Using literature to help children take the perspective of others and/or to facilitate problem solving ● Creating an environment where children feel safe and secure and where their feelings and views are accepted ● Modeling the vocabulary and conventions of courtesy and politeness ● Providing opportunities during the day for children to choose to work or play with particular others
Teacher question stems or language to facilitate learning	● What can we do so everyone gets a turn? ● Friends keep getting hurt on the slide because some friends want to go up and some want to go down--what can we do so that no one gets hurt? ● What can you do to make your friend feel better? ● How do you think that made her feel when you said/did that? ● What do you think about that?
Teacher Resources to facilitate learning:	● Conscious Discipline materials, such as time machine
Classroom materials to facilitate learning:	● Community helper posters, figurines, and books about community workers and their roles in the community ● Classroom job charts ● Family pictures ● Pictures, books, materials from diverse cultures and backgrounds (baby dolls and figurines of different ethnicities, ethnic food play sets, books featuring different family structures, ect.) ● Pretend play items including dress up clothes, dishes, food, and props for different real life set ups such as doctor's office, vet's office, flower shop, ect.
Vocabulary to facilitate learning:	● Community helper ● Family members (mom, dad, grandma, grandpa, sister, brother ● Community ● Vote ● Social language words--please, thank you
Assessment: (How will we know if student has learned?)	● Teacher observations on social and emotional development (see rubric at the end of section)

Social and Emotional Development	
Missouri Early Learning Standards for Social and Emotional Development	**II. Knowledge of Others** **2. Works cooperatively with children and adults**
Project Construct Domain & Goals	**Sociomoral Domain** ● Builds relationships of mutual trust and respect with adults ● Builds relationships of mutual trust and respect with peers ● Consider the perspective of others ● Cooperate and collaborate as a member of a learning community
Project Construct Assessment Experiences to facilitate learning:	● Class Meetings & Discussion ● Food Experiences ● Group Games ● Pretend play
Indicators for MELS	● Participate successfully as a member of a group ● Shares experiences and ideas with others ● Begins to examine a situation from another person's perspective ● Resolves conflicts with others
The child…. (Examples)	● Allows others to join play and activities ● Participates cooperatively in large and small group activities (ex is sometimes a leader and sometimes a follower) ● Plays cooperatively with others (ex takes turns when playing a game) ● Identifies self as a member of a group (ex refers to our family, our school, our team) ● Engages in conversations to express his or her own ideas ● Expresses self through pretend play, art, music, dance, written work and spoken language ● Shares personal information ● Adopts various roles during pretend play ● Expresses empathy (ex consoles the child who lost a game or a child who is unhappy) ● Adjusts plans in consideration of others' wants and needs (ex asks a friend if he or she would like to go first) ● Shows an interest in fairness and established rules ● Attempts to make amends (ex says "I'm sorry" or offers a toy) ● Participates in resolving conflict with adult assistance ● Attempts to solve problems without adult help (ex negotiates or compromises)
Teacher strategies to help child apply skills:	● Hold "circle time" daily and encourage children to share their news and views, plan activities, etc. ● Use class meetings and discussions to resolve issues of concern. ● Engage children in small-group work ● Provide daily opportunities for children to express themselves through art, construction, music, movement and

	language. ● Model how to express one's feelings through words and tone of voice. ● Take advantage of spontaneous events in the classroom to involve children in rule making and problem solving as well as meaningful projects. ● Support children in building relationships with peers and solving their own problems by providing time and space for hands-on activities and games. ● Take time to recognize and celebrate special events and accomplishments of individuals and the class.
Teacher question stems or language to facilitate learning	● I can see that you are upset that you didn't get the toy you wanted? What can we do to make sure you get a turn? ● What do you think would be some good rules for our classroom? What CAN you do? ● I noticed some friends were arguing over a toy? What can we say to a friend if we want a toy? ● If a friend is doing something you don't like, you can tell that friend, "I don't like it when you…"
Teacher Resources to facilitate learning:	● Conscious Discipline
Classroom materials to facilitate learning:	● Music CD's ● Art supplies (paint, markers, crayons, construction paper) ● Games ● Writing supplies ● Conscious Discipline materials
Vocabulary to facilitate learning:	● Share ● Family ● School ● Team ● Take turns ● Cooperation ● I'm Sorry
Assessment: (How will we know if student has learned?)	● Teacher observations on social and emotional development (see rubric at the end of section)

Social and Emotional Development	
Missouri Early Learning Standards for Social and Emotional Development	**III. Approaches to Learning** **1. Shows curiosity** **2. Takes initiative** **3. Exhibits creativity**
Project Construct Domain & Goals	**Sociomoral Domain** ● Be inquisitive ● Take initiative ● Be inventive **Representational Domain** ● Develop effective listening and speaking abilities ● Represent ideas and feelings through pretend play ● Represent ideas and feelings through art and construction ● Represent ideas and feelings through music ● Represent ideas and feelings through movement
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Exploration & Experimentation ● Investigations ● Music ● Pretend play
Indicators for MELS	● Expresses interests in people ● Shows interest in learning new things and trying new experiences ● Asks questions ● Initiates interactions with others ● Makes decisions independently ● Develops independence during activities, routines and play ● Tries new ways of doing things ● Uses imagination to generate a variety of ideas ● Exhibits a sense of humor
The child…. (Examples)	● Asks about people in his or her environment ● Takes an interest in others' activities ● Asks others for personal information (ex asks "What's your name?" or "How did you hurt your arm?") ● Explores on his or her own

	● Develops a personal interest (ex likes trains, dinosaurs, dolls etc.) ● Investigates and experiments with materials ● Shows and interest in how others do things ● Uses questions to find answers ● Wonders why something is the way it is ● Asks a friend to join in play ● Joins a play activity already in progress ● Participates in group activities ● Suggests play activities ● Selects materials for a project ● Offers to help others ● Does the correct thing when others do not ● Hangs up his or her coat when coming indoors ● Enjoys playing alone at times ● Complete a task ● Completes a project differently than others (ex uses a novel approach in block structures, paintings, clay structures) ● Uses materials in a new way (ex blanket becomes a tent) ● Invents new activities or games, suggests new rules for a familiar game ● Makes up words, songs or stories ● Engages in pretend play ● Makes changes in familiar story by adding actions or characters ● Expresses ideas through art, construction, movement or music ● Laughs when someone tells a funny story ● Exaggerates a movement or statement to be funny ● Makes up silly words, plays with sounds ● Makes up jokes (tell simple jokes over and over)
Teacher strategies to help child apply skills:	● Having real life objects that children can manipulate available for children to explore (e.g., typewriters, telephones). ● Ask children open ended questions about what they are doing, observing, or thinking. ● Modeling wonderment and ways to investigate questions, and encouraging children to ask their own questions and participate in their own investigations. ● Read alouds that stimulates children's interest and curiosity about people, places, natural world, etc. ● Providing various materials in the science area in the classroom where children are free to explore different objects (e.g.,shells, rocks, bird nests), and living things (e.g., hamsters, ant farms, caterpillars) for children to observe, investigate, and interact with. ● Participating in class meetings to promote problem solving opportunities for children to can offer suggestions,

	solutions, and resolve conflicts on their own. ● Establishing routines and procedures where children are given responsibility for maintaining the classroom routine (e.g.,class helpers, daily jobs). ● Allowing children to direct their own play by providing easily accessible materials for children to explore and pursue their own interests. ● Supplying open ended materials for children to explore (e.g.,(e.g., yard, scraps, feathers, paper, cardboard, pipe cleaner). ● Allowing children to create and express themselves freely in all kinds of art media rather than following teacher directed craft projects. ● Encouraging children to make up songs and stories as well as to change the words to familiar tunes and stories. ● Providing a well supplied pretend play area, while periodically introducing new materials so children can vary their play. ● Encouraging children to sing silly songs and responding to children's humor. ● Read aloud humorous poems and stories.
Teacher question stems or language to facilitate learning	● ''Tell me about what you are doing in the dramatic play area?'' ● ''What does it mean to be a classroom helper?'' ● ''How can we change the story of The Three Little Pigs to make our own?'' ● ''What kind of things can we make with these art materials?'' ''Can you tell me about what your created?'' ● ''How do we know if something is nonliving or living?'' ● ''If we want to investigate something, what should we do first?'' ● ''How can we solve a problem?''
Teacher Resources to facilitate learning:	● Conscious Discipline
Classroom materials to facilitate learning:	● Open ended materials (e.g., yard, scraps, feathers, paper, cardboard, pipe cleaner) ● Science materials (e.g., shells, rocks, bird nests, ant farms, caterpillars) ● Books, poems, songs to stimulate children's interests and engagement ● Pretend Play Area ● Established classroom routines (Visual Schedule) ● Job Chart
Vocabulary to facilitate learning:	● Investigate ● Wonder ● Observing ● Thinking ● Question

	● Living/Non Living ● Daily Job ● Routine ● Class Meeting ● Humor ● Poem
Assessment: **(How will we know if student has learned?)**	● Teacher observations on social and emotional development (see rubric at the end of section)

The City of St. Charles School District
EARLY CHILDHOOD CURRICULUM

Social and Emotional Development	
Missouri Early Learning Standards for Social and Emotional Development	**III. Approaches to Learning** **4. Shows confidence** **5. Displays persistence** **6. Uses problem-solving skills**
Project Construct Domain & Goals	**Sociomoral Domain** ● Consider the perspective of others ● Cooperate and collaborate as a member of a learning community ● Be confident ● Be reflective **Representational** ● Represent ideas and feelings through art and construction ● Represent ideas and feelings through music ● Represent ideas and feelings through pretend play ● Represent ideas and feelings through movement ● Develop effective listening and speaking abilities ● Us language to communicate in a variety of ways for different purposes and audiences
Project Construct Assessment Experiences to facilitate learning:	● Creating with materials ● Exploration & experimentation ● Investigations ● Music ● Pretend play
Indicators for MELS	● Expresses his or her own ideas and opinions ● Views self as competent and has a positive self-image ● Sustains attention to a task or activity appropriate for his age ● Pursues challenges ● Copes with frustration ● Recognizes problems ● Tries to solve problems ● Works with others to solve problems
The child…. (Examples)	● Communicates likes and dislikes ● Suggest a solution for a conflict or problem ● Shares ideas in a group situation (ex. with family, peers or classmates)

	● Expresses mastery of a skill (ex. says "Now I can swing myself") ● Asks others to views his or her creation (ex. says "Look at my picture!") ● Contributes to family or classroom discussions ● Takes pride in accomplishments ● Remains engaged in an activity (ex. builds an extensive block building or completes playing a game) ● Attends to a task regardless of distractions ● Works on a task over a period of time, leaving and returning to complete it (ex. a block structure, a picture etc.) ● Makes plans for an activity ● Completes a project ● Continues to try a difficult task, (ex. builds a complex block structure) ● Shows understanding when a peer accidentally knocks down his or her block structure ● Can lose a game without getting upset ● Persists in trying to complete a task after many attempts have failed (ex tying shoes, riding a bike) ● States a personal problem (ex. says "I can't get my jacket zipped" or "I can't find the purple marker") ● Anticipates the potential for problems (ex. says "I remember the last time we built the house--we put another block here to hold it up.") ● Modifies actions based on new information and experiences (ex. changes block structure when the tower continues to fall, moves during story time to see the book, puts on a sweater when it is cold) ● Changes behavior in response to another child or adult (ex. comforts another child who is crying) ● Asks for help from another child or adults ● Cooperates in making decisions with another child (ex. plans with a peer to build a castle out of blocks, choose what game to play, or how to share materials such as toys or markers) ● Offers solutions to conflict with another child ● Takes turns (ex. says "Let's decide who goes first, second, third…")
Teacher strategies to help child apply skills:	● Holding circle time daily and encouraging children to express their ideas and opinions. ● Supporting children's attempts to solve problems and resolve conflicts. ● Giving children responsibility for daily tasks (e.g., distributing snacks, cleaning up). ● Discussing issues with children at their eye level. ● Acknowledging children's accomplishments and creations-- without excessive or rote praise (e.g., saying, "You figured out that puzzle very quickly. How did you do that?"). ● Asking children to describe their accomplishments or creations (e.g., "You've worked very hard on that painting. Tell me about it." or "I've never seen a clay sculpture like that before. What were you thinking of when you made it?"). ● Supporting a child's initiation and management of class meetings to discuss issues of concern. ● Showing confidence in a child's ability to try new things (e.g., saying "I know you're a good runner. I wonder if you would go faster with the scooter, what do you think?"). ● Allowing children to pursue their own interests (e.g., during center time). ● Arranging the classroom so children have enough space to work on a project over time.

	● Organizing the daily schedule so that children have large blocks of time to engage in and complete tasks and projects. ● Designing the curriculum in response to children's interests. ● Providing adequate supplies so that children have the resources they need to complete projects. ● Designing curriculum based on children's interests. ● Providing a variety of accessible materials for children to use as they engage in personally meaningful projects. ● Using open-ended questions to support children's investigations and experiments (e.g., asking "What could you use to make that ramp higher?" or "Is there another way to build this so that the bridge doesn't fall down?" or "Why do you think that happened?"). ● Providing opportunities for children to work together (i.e., in pairs or small groups). ● Giving children choices in their activities and tasks. ● Organizing the daily schedule so that children have sufficient time to pursue investigations and complete projects. ● Reading stories aloud and asking children for their response to situations depicted. ● Engaging the children in playing group games, especially math games. ● Holding class meetings and discussions to raise and resolve issues of concern.
Teacher question stems or language to facilitate learning	● Open-ended questions- ○ "How did you do that?" ○ "What could you do next? " ○ "How could you change it? " ○ "What do you think?" ● Give the child the opportunity to explain it to you. "Tell me about it." ● When deciding on how something should be done, give the children ownership by asking "Would it work better to do _____ or _____?" both would have to be choices that the teacher is comfortable with.
Teacher Resources to facilitate learning:	● Conscious Discipline resources
Classroom materials to facilitate learning:	● Read aloud books ● Conscious Discipline (ex. Wish you well board, feeling buddies, family jobs) ● Group games
Vocabulary to facilitate learning:	● Confidence ● Safety ● Respect ● Persistence ● Determination

	● Creativity ● Problem-Solving ● Team-work
Assessment: **(How will we know if student has learned?)**	● Teacher observations on social and emotional development (see rubric at the end of section)

The City of St. Charles School District
EARLY CHILDHOOD CURRICULUM

Personal Knowledge Checklist				
Personal Knowledge	**Benchmark**	**1st Trimester**	**2nd Trimester**	**3rd Trimester**
	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date

Self and Social Development Rubric					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 1 (8)	**Personal Knowledge & Self-Identity**	1-2 correct	3 correct	4-5 correct **AND** Describes self based on physical characteristics. (I have blue eyes.) **OR** Compares physical characteristics of self and others. (I am taller than my sister.)	6 correct **AND** Expresses own preferences **OR** Feelings in comparison to others (I like mac and cheese, but he likes pizza.) (Mom's favorite color is pink; I like blue.)
PD-HLTH 6 (43) **PD-HLTH 8 (45)**	**Practices self-help and personal care skills**	Requires adult assistance	Independently washes hands **AND** uses tissue; **AND** fastens own clothing after bathroom. May need reminders	Washes hands **AND** uses tissue without reminders; **AND** independently puts on jacket, **AND** removes and puts on shoes	Zips independently **AND** provides reminders to peers. (See Basic)
	Expresses pride in accomplishments	Agrees with adult/enjoys adult praise of accomplishments	Positively communicates completion of activity (We did it! Look at this!)	Positively communicates about own skills; **AND** expresses that they are good at something specific.	Demonstrates confidence by assisting peers in own areas of accomplishments

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 2 (9)	**Expresses empathy**	Shows awareness when others are unhappy or upset.	Offers simple assistance when others are upset (tries to comfort or notifies adults) **OR** accurately labels others' feelings (on a person, in a book or by drawing)	Offers simple assistance when others are upset (tries to comfort or notifies adults) **AND** accurately labels others' feelings (on a person, in a book or by drawing)	Comforts upset peer with words **AND** actions. (Sits with arm around child. "It's okay, Mommy will come back.")
ALT-REG 5 (5) **HSS 4 (51)**	**Copes with feelings/exhibits self control**	Requires adult assistance to deal with frustrations **OR** maintain safety of self and others	Requires verbal reminders to refrain from acting impulsively	Waits turn **AND** distracts self **OR** Seeks adult assistance rather than acting impulsively	Verbally offers strategy/solution to others, uses words to solve problems **OR** Removes self from frustrating situations
ALT-REG 7 (7)	**Shares and takes turns**	Requires adult guidance to take turns **OR** refuses to share	Complies with adult structured procedure for taking turns **AND** shares reluctantly	Take turns **AND** shares willingly. May need occasional adult reminders.	Proposes solution to peers for turn taking **AND** sharing.
SED 3 (10)	**Builds relationships with familiar adults**	Seeks help or comfort	Cooperates with adult **AND** child initiates adult interaction.	Wants to assist adult **AND** Engages adult in conversation	Works with adult to plan and organize new activities **OR** problem solve

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
SED 4 (11)	**Progresses through developmental**	Primarily engages in parallel play.	Alternates between cooperative and parallel	Regularly engages in sustained cooperative play.	Leads group of children in cooperative play activity.

	stages of play		play.		
SED 5 (12)	**Engages in dramatic play**	Briefly engages in pretend play	Uses language to communicate about pretend play to peer **OR** adult. (I'm driving a bus. I'm feeding the baby.)	Plays a defined role in a dramatic play situation for a sustained period of time.	Takes part in planning **AND** assigning roles in a play situation.
ALT-REG 4 (4)	**Shows curiosity and tries new things**	Watches others/touches new materials	Asks questions about new things **AND** actively explores new materials.	Independently uses familiar materials to investigate.	Uses initiative to combine materials **OR** activities in new and inventive ways..
ALT-REG 1 (1) **ALT-REG 6 (6)**	**Demonstrates concentration and persistence**	Needs adult encouragement to maintain concentration **OR** complete activity.	Maintains self-selected activity even in a distracting environment.	Persists with chosen activities even with difficulties are encountered.	Returns to challenging **OR** multi-step activities over multiple days.

Self and Social Development Rubric cont.					
DRDP Code	**Skill**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
HSS 5 (52)	**Complies with teacher expectations**	Needs teacher assistance to follow familiar rules.	Usually follows classroom rules, including respecting others' space **AND** cleaning up.	Applies familiar rules to all spaces in school, including on the playground **AND** in "specials" classes.	Can verbalize expectations to adults or peers **AND** maintains compliance regardless of other children's behavior or other unusual circumstances.
	Participates in daily group activities	Needs adult assistance to stay with group during group activities.	Stays with group **AND** participates with adult encouragement.	Participates appropriately **AND** at appropriate times	Volunteers extension idea **OR** activity related to group activity.
	Successfully completes transitions	Requires adult assistance for transitions.	Transitions successfully with reminders.	Independently transitions successfully.	Assists peers.
Transitions include ALL lining up, stopping activities when asked, cleaning up after snack and play times, moving between activities, moving with the group outside the classrooms, **AND** separating from familiar adults.					

Physical Development Rubric					
DRDP Code		**1 Below Basic**	**2 Basic**	**3 Proficient**	**4 Advanced**
PD-HLTH 4 (41)	**Fine Motor: Scissor skills**	Lacks appropriate scissor skills **OR** tears rather than cutting **OR** holds scissors incorrectly.	Cuts paper in small pieces (snipping) **OR** attempts to cut out object **AND** holds scissors correctly with reminders.	Cuts out object within one inch of line (either side) **AND** Independently holds scissors correctly.	Cuts out object within ¼ inch of line.
PD-HLTH 4 (41)	**Fine Motor: Pencil/Crayon Grasp**	Lacks grasp or firmness.	Uses appropriate firmness **AND** grasp with help.	Uses appropriate grasp **AND** firmness independently.	Using grasp and firmness, can copy simple shapes including plus sign, **AND** triangle, **AND** trapezoid.
PD-HLTH 2 (39)	**Gross Motor: Movement Skills**	Hops on 2 feet with feet barely leaving the ground **OR** runs with short uneven steps, arms to side, often loses balance.	Runs with short strides, sometimes has difficulty stopping; **AND** walks on line at least 5 steps without stepping off.	Runs with long strides, showing arm and leg opposition **AND** jumps forward using both legs **AND** hops on one foot 3+ times	Runs fast, changing directions or elevations easily **AND** hops on one foot 5+ times **AND** walks on balance beam
PD-HLTH 3 (40)	**Gross Motor: Manipulative Skills**	Practices throwing a ball by bringing it behind head but sometimes drops it **OR** swings leg back to kick stationary ball while standing in place **OR** passes items out to peers but sometimes drops them.	Attempts to throw a ball/beanbag to someone **AND** catches a stuffed animal keeping arms extended **AND** steps to kick a stationary ball showing arm and leg opposition, pausing briefly between stepping and kicking	Throws ball/beanbag close to intended target **AND** Catches a bean bag tossed to either side of the body **AND** runs up to a stationary ball, plants foot next to the ball and then swings leg for a forceful kick	Accurately throws ball/beanbag (to child or target) **AND** Integrates 2 or more physical activities (runs and kicks ball, bounces a ball while walking)