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Overview

About the CPS Framework for Teaching Companion Guide Addendum

Purpose of the Addendum
The purpose of this Addendum is to share how important and unique aspects of preschool teaching practice align with the CPS Framework for Teaching.

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in every classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create a unique environment. Some educators believe that, because of this uniqueness, there can be no generic Framework that defines teaching for all grade levels and content areas. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses. Therefore, while CPS Framework for Teaching describes what teachers should know, understand, and be able to do, it purposely does not list strategies for achieving those objectives. For example, the CPS Framework for Teaching says teachers must use assessment in instruction (3d), but it doesn’t prescribe which specific strategies teachers should incorporate into their practice to achieve that end. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their particular students in learning.

How to use the Addendum
School administrators and preschool teachers should review this document prior to and during the REACH Students pre-observation conference, observation, and post-observation conference for more information about preschool teachers’ practice. The CPS Framework for Teaching Companion Guide Preschool Addendum should be used in conjunction with the full CPS Framework for Teaching Companion Guide. In the full Companion Guide, each component is described and every element is defined. There are reflection questions by component and examples of evidence/artifacts that will help users develop a deeper understanding of the CPS Framework for Teaching.

Preschool educators and school administrators should use this Addendum to recognize that the work of preschool educators is articulated by the CPS Framework for Teaching, and also to guide their understanding about what is unique about preschool teaching practice. For classes with English Learners (ELs) and diverse learners, preschool educators and school administrators are also advised to consult the Companion Guide English Language Learner (ELL) Addendum and the Special Education Addendum to guide their understanding about what is unique about instruction of ELs and diverse learners.

Examples of preschool educators’ teaching practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3.

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Notes for Classroom Observers of Preschool Classrooms

Considerations for observing preschool classes:

- Ask the preschool teacher to suggest a good time for the observation. Throughout the school day, there are periods of teacher-initiated activities and also child-initiated activities. For example, there may be whole group, small group, or self-select times. It would be best to vary the times observed throughout the evaluation cycle so that the school administrator can see all types of learning in the preschool classroom.

- The teacher may ask to be observed at a specific place within the unit/theme, for example, at the middle or the end of the unit/theme. By this point, children will be ready and may be more willing to express themselves verbally.

- Students’ self-select time is a time when teaching and learning occurs, even though the teacher is not in front of the class. Play is the main mode through which preschool children learn and grow.

- Learning often looks different for young children. For example, drawing is “writing” for young children. They are writing letter forms, copying words, scribbling, making letter strings, and inventing spelling.

- Appendix A of this Addendum will be helpful for school administrators to read through prior to observing a preschool classroom. This Appendix will complement the information teachers share about their knowledge of their students (Component 1b) during the pre-observation conference by adding context around the typical developmental milestones of preschoolers.

- Domain 2: The Classroom Environment is a very important domain for preschool teachers, since a well-constructed environment encourages students to be independent learners. Evidence of the classroom environment is included in REACH observations when the teacher and/or students access, use, or comment about the environment (i.e. capturing evidence of a print-rich environment is not enough to serve as a basis for a rating; instead, there must be evidence of the print-rich environment serving as a resource and/or reference point for students).

- There is a lot of action in a preschool classroom. The teacher/school administrator may wish to capture moments during the observation on camera using an iPad or other device, as long as both the teacher and principal agree to videotaping. While a video is great for reflection and a tool for improving practice, it may not be uploaded into RLS or used to determine component-level ratings.

- Many preschools have rolling enrollment cycles that allow students to join the class midyear. This means that at any given point in the year, there may be brand new students which can impact the classroom environment.

- At the very beginning of the year, or for a new student midyear, the teacher may spend a great deal of time working on setting up routines, emotionally supporting students who experience stress from about being away from their families, and generally helping students acclimate to a new setting: school.

- Just as in other observations, it may not always be possible to observe every element of the components in Domains 2 and 3 during a classroom observation. Observation ratings should be assigned based on the preponderance of evidence for the component, regardless of the number of elements observed.
There are different types of preschool programs that provide specialized supports for students with diverse learning needs in the Least Restrictive Environment (LRE). In preschool, CPS supports three LRE program structures including: Itinerant Teacher supports in general education, Inclusive (Blended) programs, and Cluster (Self-Contained) programs. It is important for Administrators to refer to the Special Education Addendum for specific guidance when observing teachers of diverse learners in any and all settings.

CPS offers multiple models of preschool programs that provide supports for English Learners (ELs). It is important for Administrators to refer to the English Language Learner (ELL) Addendum when observing ELs in any setting.

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2 See the Framework for Teaching Companion Guide Special Education Addendum, page 22, for more details about the Least Restrictive Environment in CPS.

3 See Appendix C for more information on the CPS preschool programs offered for English Learners.
This section lists unique characteristics of Preschool teaching practice. School Administrators may wish to seek understanding of these practices prior to observing the Preschool teacher for REACH Students. Preschool teachers may wish to utilize the pre-observation conference to explain and discuss any applicable unique characteristics of their practice.

<table>
<thead>
<tr>
<th>Component and elements</th>
<th>Unique Characteristics of Preschool Teaching Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>Preschool teachers use the Illinois Early Learning and Development Standards(^4) (IELDS) to guide their teaching practices and curriculum. The Illinois Early Learning and Development Standards are aligned to the Common Core State Standards.</td>
</tr>
<tr>
<td></td>
<td>Preschool teachers in general education programs and inclusive (blended) programs use The Creative Curriculum for Preschool. The Creative Curriculum is aligned to both the Head Start Child Development and Early Learning Framework and the Illinois Early Learning and Developmental Standards. The Creative Curriculum for Preschool is also available in Spanish for Spanish bilingual and dual language preschool classrooms(^5). Currently, teachers in Preschool Cluster (self-contained) programs may not have access to and are not required to use The Creative Curriculum because it may not be appropriate for some children.</td>
</tr>
<tr>
<td></td>
<td>Preschool teachers demonstrate the integration of all instructional content across experiences and times of the day through lesson plans, teacher-generated materials, and/or intentionally-chosen materials placed throughout the room for use in play and center activities.</td>
</tr>
<tr>
<td></td>
<td>Preschool teachers in Inclusive (Blended) programs or who collaborate with Itinerate Teachers utilize a co-teaching approach(^6) based on the expectations set forth in the Illinois Early Learning and Developmental Standards.</td>
</tr>
</tbody>
</table>

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\(^4\) IL Early Learning and Development Standards: [http://tinyurl.com/ILEarlylearning](http://tinyurl.com/ILEarlylearning)

\(^5\) See Appendix C for more information on the CPS preschool programs offered for English Learners.

\(^6\) Refer to the Companion Guide Special Education Addendum on the Knowledge Center for more information about diverse learning.
## Domain 1: Planning and Preparation

**Preschool Teachers and the CPS Framework for Teaching**

### Component and elements

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Unique Characteristics of Preschool Teaching Practice</strong></th>
</tr>
</thead>
</table>
| **1b: Demonstrating Knowledge of Students**<br>Knowledge of:  
- Child and Adolescent Development  
- The Learning Process  
- Students’ Skills, Knowledge, and Language Proficiency  
- Students’ Interests and Cultural Heritage  
- Students’ Special Needs and Appropriate Accommodations/Modifications |  
- Mixed-aged grouping is the norm in preschool classrooms, resulting in a two- to three-year age variance. The developmental continuum is widely spread in the early years. Preschool teachers understand a child’s place in the continuum of development and design activities to move the child along that continuum.  
- Teachers develop a full perspective and understanding of their students using a variety of resources, including, but not limited to:  
  - Collecting and utilizing data in Teaching Strategies GOLD (an observation-based authentic assessment system)  
  - Home Language Survey  
  - Pre-IPT® Oral English Language Proficiency Test  
  - Hearing and Vision Screenings  
  - Ages & Stages Questionnaires: Social-Emotional (ASQ: SE)  
  - Early Screening Inventory, Revised (ESI-R)  
  - Child Outcomes Planning and Attendance (COPA)- Head Start funded programs only  
  - Individualized Education Program (IEP) – Diverse Learners only  
  - Interactions with the child  
  - Interactions with the parents/guardians of the child  
  - Early Childhood Outcomes (ECO) – Diverse Learners only |
| **1c: Selecting Learning Objectives**<br>*Clarity of Objectives*<br>*Sequence and Alignment of Objectives*<br>*Balance of Objectives* |  
- Preschool teachers select objectives aligned with the Illinois Early Learning and Development Standards and their students’ developmental stages in relation to The Creative Curriculum. For teachers with Diverse Learners, instructional outcomes should align with IEP goals.  
- Teachers of English Learners should differentiate according to English proficiency levels and should have language objectives in addition to learning objectives to achieve a balance of objectives. |

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7 See Appendix A for more information about children’s developmental milestones.

8 Teachers in the Preschool Cluster (self-contained) programs may not have access to and are not required to use the TS GOLD as a form of assessment; however, these teachers should collect and utilize formative assessment data on a regular basis to inform instruction and measure student growth toward mastery of IEP goals.

9 Teachers in the Preschool Cluster (self-contained) programs may not have access to and are not required to use The Creative Curriculum.
## Domain 1: Planning and Preparation

### Preschool Teachers and the CPS Framework for Teaching

<table>
<thead>
<tr>
<th>Component and elements</th>
<th>Unique Characteristics of Preschool Teaching Practice</th>
</tr>
</thead>
</table>
| **1d: Designing Coherent Instruction**  
*Design Incorporates:*  
- Knowledge of Students and Their Needs  
- Learning Tasks  
- Materials and Resources  
- Instructional Grouping  
- Lesson and Unit Structure |  
- Preschool teachers utilize cross-curricular instruction, weaving together different areas of learning throughout the day. For example, a math lesson will also include practice in literacy skills, or children playing “greenhouse” in the Dramatic Play center may be reinforcing recently learned knowledge of plants.  
- Preschool teachers utilize a combination of whole group instruction, small group instruction, self-selected center activities\(^\text{10}\), and imaginative and active play\(^\text{11}\).  
- The CPS Office of Early Childhood Education, as part of *Chicago: Ready to Learn!*, published *Early Childhood Guidelines: Building a Quality Early Childhood Program*\(^\text{12}\). This document contains such helpful information as guiding principles, essential elements of the day (including a sample schedule), guidance on structuring centers, and more.  
- Preschool teachers utilize differentiation of instruction for multiple developmental ability levels, as necessary. Preschool teachers of English Learners also differentiate instruction according to their students’ levels of English proficiency.  
- The CPS Department of Arts Education\(^\text{13}\) and CPS Office of Student Health and Wellness\(^\text{14}\) developed lists of sample tasks for preschool students; both align to the IL Early Learning Standards and *The Creative Curriculum*. |
| **1e: Designing Student Assessment**  
*Congruence with Standards-Based Learning Objectives*  
*Levels of Performance and Standards*  
*Design of Formative Assessments*  
*Use for Planning* |  
- General Education and Inclusive (Blended) program preschool teachers utilize Teaching Strategies GOLD, the required online student assessment system used in all preschool classrooms. GOLD is aligned with *The Creative Curriculum* and uses observation as a main form of assessment\(^\text{15}\).  
- Preschool teachers use many forms of ongoing formative assessments to inform their teaching. |

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\(^\text{10}\) Refer to the CPS Early Childhood Guidelines (http://tinyurl.com/CPSearlychildhood) for an outline of best practice use of classroom centers.

\(^\text{11}\) See Appendix B: NAEYC 10 Signs of a Great Preschool for more information about the importance of free play and other characteristics of a good preschool program.


\(^\text{13}\) See Appendix D: Arts in the Early Childhood Creative Curriculum.

\(^\text{14}\) See Appendix E: Integrating Physical Activity and Nutrition Education into the Preschool Day.

\(^\text{15}\) Teachers in the Preschool Cluster (self-contained) programs may not have access to and are not required to use the TSG as a form of assessment.
### 2a: Creating an Environment of Respect and Rapport

- **Teacher Interactions with Students**
- **Student Interactions with Other Students**

---Same as Other Content Areas---

### 2b: Establishing a Culture for Learning

- **Importance of Learning**
- **Expectations for Learning**
- **Student Persistence**
- **Student Ownership of Learning**

- Preschool teachers intentionally build learning opportunities into every aspect of the preschool day. Group activities, preparing to go outside, transitioning from one activity to the next, self-select time, conversations about a neighborhood walk, and mealtime are some examples of opportunities when teachers encourage important preschool learning.
- Utilizing student choice and extended study or project-based learning are two ways in which preschool teachers can promote their students’ ownership of learning.
- Preschool teachers instill student dispositions toward learning and provide positive learning experiences by holding high expectations for students and demonstrating both the interest and the ability to meet each student at his or her level.

### 2c: Managing Classroom Procedures

- **Management of Instructional Groups**
- **Management of Transitions**
- **Management of Materials and Supplies**
- **Performance of Classroom Routines**
- **Direction of Volunteers and Paraprofessionals**

- Preschool teachers find ways to creatively engage children in learning during times of transition (e.g. songs, finger plays, and hand-clapping games).
- During self-select time, the classroom may appear messy or disorganized. To engage in rich and meaningful play, students may use many materials in a wide variety of ways. With support and prompting, students work diligently to return the classroom to order during clean up time.
- Preschool teachers, co-teachers, paraprofessionals, and parent volunteers work together to minimize non-instructional duties during instructional time. Paraprofessionals are considered teaching partners. Children may not be able to distinguish the difference between the roles of the staff in the room.

### 2d: Managing Student Behavior

- **Expectations and Norms**
- **Monitoring of Student Behavior**
- **Fostering Positive Student Behavior**
- **Response to Student Behavior**

- Developmentally-appropriate behavioral expectations are implemented by preschool teachers throughout all instructional opportunities. (For example, preschool teachers adjust large group time over the course of the school year based on students’ ability to learn in the setting.)
- Given understanding of child development, teachers hold different behavioral expectations for three-year-olds than those for four-year-olds or five-year-olds.\(^{16}\)
- Preschool teachers utilize peer conflict resolution as an opportunity for concept development.
- Preschool children are learning to negotiate within the classroom and with other members of the community. Teachers will not always intervene to solve problems for students, but will be in close proximity to help if necessary.

\(^{16}\) See Appendix A for information about the typical development for three-, four-, and five-year-olds.
## Domain 3: Instruction

**Preschool Teachers and the CPS Framework for Teaching**

<table>
<thead>
<tr>
<th>Component and elements</th>
<th>Unique Characteristics of Preschool Teaching Practice</th>
</tr>
</thead>
</table>
| **3a: Communicating with Students** | • Preschool teachers’ reference to learning objectives (and language objectives, in classrooms with English learners) is largely verbal or pictorial and embedded in the class routines, activities, and instruction. Objectives may be posted for the benefit of visiting adults.  
• Teachers give simple and chunked (one- to three-part) directions and explanations to children, as is developmentally appropriate.  
• Student independence is an important area of development in preschool. Preschool teachers encourage independence by strategically choosing when to remind students of directions and expectations. Ample opportunity for self- or peer-correction may be given. This is also evidence for Component 3d, Using Assessment in Instruction.  
• Developing students’ language skills is especially important in preschool classrooms. The teacher’s language is precise and serves as a model for students’ developing oral language skills. For example, a teacher might say “Please put the book on the bookshelf” rather than, “Please put it over there.” |
| **3b: Using Questioning and Discussion Techniques** | • Due to the vast range in developmental levels in Preschool classrooms, high level questioning may vary from student to student. (Discuss students’ developmental levels, diverse learning needs, and/or levels of English proficiency in the pre-observation conference, if applicable.)  
• Teachers model thinking aloud, self-talk, and parallel talk\(^7\) to demonstrate the thinking process for preschool students.  
• The preschool teacher may use a variety of strategies to encourage all children to demonstrate their thinking.  
• During self-select time, teachers circulate to advance children’s play through asking students questions about their roles, actions, and plans.  
• In an effective classroom, students engage in discussions by providing developmentally-appropriate responses at their social-emotional comfort level. These responses may not always be verbal responses or may be very short in length. Throughout the course of the year, preschool teachers teach children how to verbally share evidence of their reasoning and thinking. |

\(^7\) Parallel talk is a strategy teachers use to demonstrate the thinking process and validate what the student is doing. The teacher narrates a student’s actions during parallel talk.
### Domain 3: Instruction

#### Preschool Teachers and the CPS Framework for Teaching

<table>
<thead>
<tr>
<th>3c: Engaging Students in Learning</th>
<th>3d: Using Assessment in Instruction</th>
<th>3e: Demonstrating Flexibility and Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Alignment of Learning Objectives</td>
<td>- General Education and Inclusive (Blended) preschool teachers utilize Teaching Strategies GOLD (TSG), the required online student assessment system used in General education and Inclusive (Blended) preschool classrooms that is aligned with <em>The Creative Curriculum</em>.&lt;sup&gt;18&lt;/sup&gt;</td>
<td>- Response to Student Needs</td>
</tr>
<tr>
<td>- Task and Text Complexity</td>
<td>- Teachers may not always correct “wrong” answers because it is important to validate students’ work, understand reasoning, and encourage verbalizations. For example, if a student writes a letter string and says that it spells “rainbow”, a teacher may or may not overtly correct the student, depending on the learning goals for that activity and the individual student’s developmental level.</td>
<td>- Teacher’s Persistence</td>
</tr>
<tr>
<td>- Scaffolding and Differentiating Instruction</td>
<td>- Preschool teachers often use a mastery approach to assessment—supporting students through multiple attempts to complete a task, such as name writing, correctly. (This is also aligned with Component 3e: Demonstrating Flexibility and Responsiveness.)</td>
<td>- Lesson Adjustment</td>
</tr>
<tr>
<td>- Pacing and Sequencing</td>
<td>- Some preschool activities promote an important kind of learning which is difficult to see or quantify. Clarification of when and how teachers assess student learning may be necessary, either in the pre- or post-observation conference.</td>
<td>---Same as Other Content Areas---</td>
</tr>
<tr>
<td>- Grouping</td>
<td>- Materials and activities may be chosen because they offer students an opportunity to self-assess through open-ended materials like blocks and self-correcting materials like puzzles.</td>
<td></td>
</tr>
</tbody>
</table>

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<sup>18</sup> Teachers in the Preschool Cluster (self-contained) programs may not have access to and are not required to use the TS GOLD as a form of assessment.
<table>
<thead>
<tr>
<th>Component and elements</th>
<th>Unique Characteristics of Preschool Teaching Practice</th>
</tr>
</thead>
</table>
| **4a: Reflecting on Teaching and Learning**  
  - Effectiveness  
  - Use in Future Teaching | ---Same as Other Content Areas--- |
| **4b: Maintaining Accurate Records**  
  - Student Completion of Assignments  
  - Student Progress in Learning  
  - Non-Instructional Records | Depends on needs of the students, teachers in preschool programs maintain or use records such as: Teaching Strategies GOLD Online Assessment System (rather than Grade Book), Ages & Stages Questionnaires: Social-Emotional (ASQ: SE), Early Screening Inventory - Revised (ESI-R), Pre-IPT® Oral English Language Proficiency Test, Early Childhood Outcomes (ECO) for Diverse Learners, Child Outcomes Planning and Attendance (COPA) for Head Start data, IEPs, and program reports.  
  - General Education and Inclusive (Blended) preschool teachers enter observations into the TS GOLD system so that student developmental progress and learning can be monitored. This allows teachers to use student data to inform planning. |
| **4c: Communicating with Families**  
  - Information and Updates about Grade Level Expectations and Student Progress  
  - Engagement of Families as Partners in the Instructional Program  
  - Response to Families  
  - Cultural Appropriateness | **ExceleRate Illinois** is a continuous quality rating and improvement system in which all preschool programs in Illinois are required to participate. ExceleRate Illinois, Head Start, and Preschool for All require parental involvement such as parent orientation, parent volunteers, parent meetings, parent interviews, and home visits. |
| **4d: Growing and Developing Professionally**  
  - Enhancement of Content Knowledge and Pedagogical Skill  
  - Collaboration and Professional Inquiry to Advance Student Learning  
  - Participation in School Leadership Team and/or Teacher Teams  
  - Incorporation of Feedback | Teachers participate in professional development specific to preschool and the needs of the students whenever possible. Certification and licensing requirements require all early childhood educators to engage in professional learning opportunities.  
  - It is important for all teachers to collaborate with their colleagues to ensure individual students’ needs are met. For example, the General Education teacher collaborates with the Special Education teacher regarding a student’s IEP and to implement accommodations/modifications necessary in the classroom. Or, a preschool teacher may meet with kindergarten teachers to support kindergarten readiness and smooth transitions. |
| **4e: Demonstrating Professionalism**  
  - Integrity and Ethical Conduct  
  - Advocacy  
  - Decision-Making  
  - Compliance with School and District Regulations  
  - Attendance | ---Same as Other Content Areas--- |

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19 Teachers in the Preschool Cluster (self-contained) programs may not have access to and are not required to use the TS GOLD as a form of assessment.  
20 ExceleRate IL website: http://www.excelerateillinois.com/
The following tables list examples of preschool teachers’ practice that observers may see in the classroom, aligned to components of the CPS Framework for Teaching. The examples are in no way meant to be prescriptive (i.e. preschool teachers do not have to incorporate these practices into their lessons) or exhaustive (i.e. we could never list all the possibilities). Examples are included in this Addendum to illustrate preschool teacher teaching practice. Examples are written at the Proficient and/or Distinguished levels of performance.

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
</table>
| 2a: Creating an Environment of Respect and Rapport | A teacher regularly greets each child by name during arrival so that children feel their presence is noticed and valued. Greeting rituals may extend to the child’s parent or caregiver, as well.  
A teacher remembers that a student had a family party over the weekend, and inquires about it during a transition.  
During self-select time, the teacher circulates and comments to a student playing with wooden unit blocks, “I see you worked very carefully to add the triangle blocks to this part (points). Can you tell me about your building?” (This can also be evidence for Component 2b: Establishing a Culture for Learning and 3b: Using Questioning and Discussion Techniques.) A child offers to assist another with self-help, routines, or cognitive tasks: “John, I can zip up your coat for you.” (This can also be evidence for 2d: Managing Student Behavior.) |
| 2b: Establishing a Culture for Learning | As students walk down the hallway to go outside, the teacher prompts students to walk toe-to-toe on a line in the tile floor to practice balance and locomoting.  
While practicing their letter names in an activity during Circle Time, the teacher calls attention to the importance of learning letters: “First, we’ll learn the names and shapes of the letters. Later this year, we’ll learn the sounds the letters make. These skills will help us become good readers and writers.”  
Teachers cultivate curiosity by developing an environment responsive to student interests. The teacher reads a book about worms after a child finds a worm on the playground following a rain. (This is also evidence for Component 3e, Demonstrating Flexibility and Responsiveness.)  
A teacher records a student’s words that describe their contributions to a farm project: “We made a barn with a box. We painted it and made hay.”  
The teacher shows a student the difference between a beginning of year journal entry and an end of year entry to draw the student’s attention to progress that will be made throughout the school year.  
As a student walks into the classroom at arrival time, she puts her coat away, walks to find the sheet of paper with her name on it, and begins writing her name immediately. The teacher asks her what she is working on today. The student replies, “I’m working on writing my lowercase ‘a’ and my ‘y’.” After writing her name she shows the teacher and the ‘a’ is uppercase. The teacher points this out and the student immediately rewrites the ‘A’ into a lowercase ‘a’. |
## Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>The classroom picture schedule is posted to indicate what the children should be doing at each point. The teacher points to a picture schedule for a child who is having difficulty transitioning and says, “We finished small group and now we will go outside. After that it will be time to go home.”</td>
</tr>
<tr>
<td>Management of Instructional Groups</td>
<td>Students have designated roles in the classroom that may rotate. For example, this week, a student knows it’s her responsibility to help make sure the books are put away neatly.</td>
</tr>
<tr>
<td>Management of Transitions</td>
<td>Students’ cubbies and folder trays are clearly and neatly labeled with their names and photos. When students arrive, they place their coats in their individual cubbies with minimal adult assistance. After drawing in the art center, students place their pictures in their folder trays.</td>
</tr>
<tr>
<td>Management of Materials and Supplies</td>
<td>A teacher says to her students, “It is time to line up. When I call your name, you will stand up, walk quietly to the line, and stand in a tile square.” Children are observed waiting until their names are called before going to line up.</td>
</tr>
<tr>
<td>Performance of Classroom Routines</td>
<td>During small group time, a parent volunteer is sitting with the ‘independent group’, which is writing a story about a book they read. When the timer beeps, the students put caps back on markers and return them to their bin, stand up, push in their chairs, place their papers into the green box, and stand with their hands at their sides on the blue tape. The teacher begins to say a nursery rhyme and the children speak along. A chime sounds and the children walk quietly to their next small group.</td>
</tr>
<tr>
<td>Direction of Volunteers and Paraprofessionals</td>
<td>As children arrive, a parent volunteer is supervising hand washing while the preschool teacher greets children and the teacher assistant is on the rug with children who are browsing books.</td>
</tr>
</tbody>
</table>
## Domain 2: The Classroom Environment

### 2d: Managing Student Behavior

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations and Norms</strong></td>
<td>• Two 3-year-old children want to play with the same truck. The teacher offers a second truck or suggests that a timer be used to ensure both children will have equal time to use the truck. In this same situation, the 4-year-olds may be asked to suggest possible solutions to the “one truck, two drivers” problem.</td>
</tr>
<tr>
<td><strong>Monitoring of Student Behavior</strong></td>
<td>• Adults in the preschool room coordinate so that all corners of the classroom are monitored. A parent volunteer sits at the art table where she can monitor the sand and water table, easel, and art center while the teacher assistant sits in the block area where she can monitor blocks and housekeeping, and the teacher sits at a table where she can monitor the writing center, library, and table activities. (This is also evidence for Component 2c: Managing Classroom Procedures.)</td>
</tr>
<tr>
<td><strong>Fostering Positive Student Behavior</strong></td>
<td>• The teacher talks to a child quietly prior to story time to remind her of the expectations to raise her hand when she has something to share.</td>
</tr>
<tr>
<td><strong>Response to Student Behavior</strong></td>
<td>• During carpet time, a student is laying down. The teacher says, “Susie, you are laying down, but there is not enough room on the carpet to lie down. Please sit crisscross applesauce, like this picture here (pointing to a procedure picture of another student in the class).” The student complies and after a few minutes of remaining seated in an upright position the teacher says, “Susie, you are sitting crisscross and now there is enough room for everyone, and you are able to see the book. Thank you!”</td>
</tr>
<tr>
<td></td>
<td>• A student calls from across the classroom about a conflict. The teacher walks over to the two children, bends down at their level, and asks each student to speak in turn about the situation. Once each child has spoken, the teacher restates what was said to make sure he understands. Then the teacher asks for suggestions to solve the conflict. Each child takes turns speaking and listening to a peer. Once suggestions are made, the teacher asks the students, “Which one should we try first?”</td>
</tr>
<tr>
<td></td>
<td>• A teacher encourages expected behavior by modeling and offering praise without judgment. (e.g. “Tyler is showing with his body that he is ready to move on to our next activity” as opposed to “I like the way Tyler is sitting quietly”)</td>
</tr>
<tr>
<td></td>
<td>• A teacher responds thoughtfully to both negative and positive behavior by asking questions rather than making assumptions (e.g. “Why are you crying Alex? What can I do to help you?”)</td>
</tr>
</tbody>
</table>
Examples of Preschool Educator Classroom Practice

Domain 3: Instruction

### Component and Elements

<table>
<thead>
<tr>
<th>3a: Communicating with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards-Based Learning Objectives</td>
</tr>
<tr>
<td>• Directions for Activities</td>
</tr>
<tr>
<td>• Content Delivery and Clarity</td>
</tr>
<tr>
<td>• Use of Oral and Written Language</td>
</tr>
</tbody>
</table>

### Examples of Practice

- Daily objectives are verbalized during circle time. “We’ve been reading stories about dinosaurs and the scientists who study them. At the sand table today, you can use your sense of touch to dig carefully like a paleontologist.”
- Directions for activities may take the form of a suggestion. (e.g. “Today in the art center you will find leaves we picked up outside yesterday. They can be used to make an autumn collage.”)
- Teacher provides real-life examples for complex concepts, utilizing multiple resources (e.g. visuals, hands-on manipulatives, books, photographs, adult expert visitors, technology). Teacher uses verbal and written expression (typed or handwritten) to explain concepts.
- Teacher models written language by taking dictation. (e.g. “Yes, we did see a pig at the farm. Let me write that down: P - I - G.”)
- After modeling writing a story, the teacher explains that it is the children’s turn to write. “When I tap you on the shoulder, you will stand up, walk to the table, super sit, and begin writing about your favorite part of Peter's Chair while using table talk.” The teacher asks, “What are we writing about, Maria?” - “How do we go to the table, Timmy?” - “When we get to the table, how do we sit?” to ensure students understand the multiple step directions.
- Transitions are instructive, such as: “If your name begins with the letter ‘M’, you may get your coat.”
- During Sharing Time, four-year old Emil shares a photo he brought from home. “My mom,” he says. His teacher prompts him: “Wow, thank you, Emil. Can you make that into a full sentence?” When Emil looks unsure, the teacher waits several more seconds, and then says, “This is a photo of...” Emil repeats the sentence starter and finishes with, “my mom.”
- A teacher regularly checks in with his students during lesson wrap-ups: “Why do you think it’s important that we learn about trees?” Or “Why do you think it’s important that we learn how to tie our shoes?” The subsequent discussion, although often brief, allows the teacher to hear his students’ understanding of “the why” and make the learning and purpose explicit to students.
## Examples of Preschool Educator Classroom Practice

### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
</table>
| **3b: Using Questioning and Discussion Techniques** | Teacher uses “pair and share” protocols during classroom discussions, allowing all children to speak their opinions to one another.  
- Low- and High-Level Questioning  
- Discussion Techniques and Explanation of Thinking  
- Student Participation |
| | After a walk around the neighborhood to collect leaves for the science center, the children gather on the rug to contribute to a list of “wonderings” and “think we know” statements. The teacher facilitates by asking open-ended, inquiry-based questions, like “Why do you think the leaves fall off the trees?” and “What do you wonder about the fall?” and allows children to lead the subsequent discussions.  
- Teachers regularly use questioning techniques that are open-ended and require multiple rounds of discourse, across content areas. (e.g. “Tell me about…” “How do you know...?” “Tell me more...”)  
- Preschool teachers engage in continuous formal and informal conversations with groups and individual children.  
- During a *Knuffle Bunny: A Cautionary Tale* read aloud, the teacher stops the book halfway and asks, “How do you think Trixie is feeling?” Students respond, “Worried,” “Mad,” “Misunderstood.” She then follows up with, “How do you know?” Although prediction is a developmentally-advanced skill for preschoolers, she also asks, “What do you think is going to happen next?” in order to challenge her advanced students and model how readers think.  
- During Morning Meeting, a teacher gives all students the opportunity to share how they are feeling or to pass for the day. This not only provides an emotional checkpoint, but it also helps all students build confidence in speaking in front of the group by providing them with a low-risk opportunity to do so daily. |
### Domain 3: Instruction

#### Component and Elements

**3c: Engaging Students in Learning**
- Alignment of Learning Objectives
- Task and Text Complexity
- Scaffolding and Differentiating Instruction
- Pacing and Sequencing
- Grouping

#### Examples of Practice

- Groupings are formed intentionally and based on a variety of criteria, including data from TS GOLD observations and levels of English proficiency, in order to thoughtfully and effectively differentiate instruction.
- During small group time, the teacher meets with a group of four students who have been struggling with one-to-one correspondence to provide them with extra practice and support. The following day, the teacher will meet with other students to provide specific, differentiated instruction, including for students performing beyond developmental level.
- A teacher asks a child struggling to build a block tower, “What block do you think you can use to stabilize the base of your tower?” in order to scaffold the child’s learning.
- During large group time, the teacher is leading students in a math question: “Shanyla is playing in the park (holding up one finger) when along comes Antoine (puts up one more finger), Tyshawn (puts up one more finger), and Joey (puts up one more finger). They see Shanyla and ask if they can play, which of course she says ‘yes’. How many children are playing at the park?” Children respond with different numbers. The teacher asks a student, “How did you figure that out?” He asks another student, “What did you use to help you count?” Finally he asks, “What if one child leaves the park; how many children do you have then?”
- During a unit on trees, the teacher provides a special basket of books featuring informational texts, fiction, and poetry books about trees. Most of the books are at the students’ developmental level and several are above. The books will be explored independently by students and during read-alouds, depending on text complexity.
- The teacher is leading a mini-lesson on drawing scientifically, which is an option for students to try while playing in the Discovery Area. After modeling how to carefully observe and sketch a leaf, the teacher asks if there are any questions. A child raises his hand and begins to tell a long, off-topic story. The teacher sees the other children getting restless because they’ve already been sitting whole group for 10 minutes, but she can also see that this story is important to the student. The teacher kindly says, “Juan, I want to hear your story, but right now I have to get the rest of the class started on self-select time. After they start playing, please come see me so I can hear the rest of your story.” (This is also evidence for Component 2a: Creating an Environment of Respect and Rapport, 2b: Establishing a Culture for Learning, and Component 3e: Demonstrating Flexibility and Responsiveness.)
### Examples of Preschool Educator Classroom Practice

#### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
</table>
| **3d: Using Assessment in Instruction** | • Preschool teachers will often monitor understanding by asking questions or asking for more information (e.g. “Tell me how you figured that out”). Teachers also use activities as assessments, such as monitoring letter formation through student sign-in.  
• Preschool teachers provide tracking of student learning and affirm student effort with simple statements (e.g. “I see you made a red-blue pattern with your cubes.” “I noticed you gave Jose the block when he asked for it.”)  
• Preschool teachers utilize a variety of on-going formal assessments, including TS GOLD.  
• While students are drawing self-portraits, the teacher circulates and gives feedback. The teacher asks the student to look in the mirror again to determine which body part is still missing from the drawing.  
• While observing a student creating a drawing during free choice time, the teacher sees the student erase and start again, several times. She says, “Leon, I see you are trying many times to get your drawing just right. What are you thinking about when you erase and start again?” (This is also evidence for Component 2b: Establishing a Culture for Learning.)  
• A student has been struggling with sharing materials. During self-select time, the teacher watches for an opportunity to provide positive feedback. “Wow, I see you let Jordan play with the truck, even though it’s your favorite toy. That was a kind thing to do.” (This is also evidence for Component 2a: Creating an Environment of Respect and Rapport and 2d: Managing Student Behavior.)  
• During a discussion about worms, a child suggests that worms can have legs. The teacher supports a risk-free environment by saying, “Hm...I remember when we read the informational book about worms, the author wrote that worms can’t have legs. Because other bugs have legs, it can be a bit confusing! Let’s find the book again and reread the part about having legs or no legs so we can be sure.” (This is also evidence for Component 3e: Demonstrating Flexibility and Responsiveness.) |

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*Examples of Preschool Educator Classroom Practice*
Examples of Preschool Educator Classroom Practice

Domain 3: Instruction

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Examples of Practice</th>
</tr>
</thead>
</table>
| **3e: Demonstrating Flexibility and Responsiveness**        | • A teacher is going over the Morning Message during circle time. He notices his students are starting to fidget. Although he hasn’t planned on taking time for a movement activity, he changes his plans to meet his students’ needs. “Everybody stand up! *If you’re happy and you know it, clap your hands...*”  
• After a big snowfall, the teacher anticipates her students’ curiosity about the weather event. She switches out the planned read-aloud book with *The Snowy Day* and has the children help her fill the water table with snow. This allows the point of interest (snow) to extend into other areas of learning as well. For example: “How many buckets of snow will it take to fill the water table with snow? Let’s make a prediction.”  
• A teacher is reading aloud *Bailey at the Museum* when she notices several children looking confused. She promptly stops the story and discovers that most children haven’t been to a museum and several have never heard of a museum. She takes several moments to describe what it’s like to visit a museum before continuing the story. Throughout the book, the teacher continues to pause to explain more about museums so students can better comprehend and follow the story.  
• Several students are struggling with retaining the names of alphabet letters. After spending extra time with the students practicing letter names, the teacher puts students in mixed-ability groups to try a new skill building strategy using alphabet puzzles. |
| **Response to Student Needs**                               |                                                                                                                                                      |
| **Teacher’s Persistence**                                   |                                                                                                                                                      |
| **Lesson Adjustment**                                       |                                                                                                                                                      |
Appendix A

Developmental Milestones: Ages Three, Four & Five

Gross-Motor Development
Widely Held Expectations

For 3-year-olds…
- walks without watching feet; walks backward; runs at an even pace; turns and stops well
- climbs stairs with alternating feet, using hand rail for balance
- jumps off low steps or objects; does not judge well in jumping over objects
- shows improved coordination; begins to move legs and arms to pump a swing or ride a trike, sometimes forgetting to watch the direction of these actions and crashing into objects
- perceives height and speed of objects (like a thrown ball) but may be overly bold or fearful, lacking a realistic sense of own ability
- stands on one foot unsteadily; balances with difficulty on the low balance beam (four-inch width) and watches feet
- plays actively (trying to keep up with older children) and then needs rest; fatigues suddenly and becomes cranky if overly tired

For 4-year-olds…
- walks heel-to-toe; skips unevenly; runs well
- stands on one foot for five seconds or more; masters the low balance beam (four-inch width) but has difficulty on the two-inch-wide beam without watching feet
- walks down steps, alternating feet; judges well in placing feet on climbing structures
- develops sufficient timing to jump rope or play games requiring quick reactions
- begins to coordinate movements to climb on a jungle gym or jump on a small trampoline
- shows greater perceptual judgment and awareness of own limitations and/or the consequences of unsafe behaviors; still needs supervision crossing a street or protecting self in certain activities
- exhibits increased endurance, with long periods of high energy (needing increased intakes of liquids and calories); sometimes becomes overexcited and less self-regulated in group activities

For 5-year-olds…
- walks backward quickly; skips and runs with agility and speed; can incorporate motor skills into a game
- walks a two-inch balance beam well; jumps over objects
- hops well; maintains an even gate in stepping
- jumps down several steps; jumps rope
- climbs well; coordinates movements for swimming or bike riding
- shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules
- displays high energy levels; rarely shows fatigue; finds inactivity difficult and seeks active games and environments

Adapted from Developmentally Appropriate Practice in Early Childhood Programs, revised edition, 1997, edited by Sue Bredekamp and Carol Copple, pp. 102, 105, 108-109, and 117.
Developmental Milestones
Ages Three, Four & Five

Fine-Motor Development
 Widely Held Expectations

For 3-year-olds…
- places large pegs into pegboards; strings large beads; pours liquids with some spills
- builds block towers; easily does puzzles with whole objects represented as a piece
- fatigues easily if much hand coordination is required
- draws shapes, such as the circle; begins to design objects, such as a house or figure, draws objects in some relation to each other
- holds crayons or markers with fingers instead of the fist
- undresses without assistance but needs help getting dressed; unbuttons skillfully but buttons slowly

For 4-year-olds…
- uses small pegs and board; strings small beads (and may do so in a pattern); pours sand or liquid into small containers
- builds complex block structures that extend vertically; shows limited spatial judgment and tends to knock things over
- enjoys manipulating play objects that have fine parts; likes to use scissors; practices an activity many times to gain mastery
- draws combinations of simple shapes; draws persons with at least four parts and objects that are recognizable to adults
- dresses and undresses without assistance; brushes teeth and combs hair; spills rarely with cup or spoon; laces shoes or clothing but cannot yet tie

For 5-year-olds…
- hits nails with hammer head; uses scissors and screwdrivers unassisted
- uses computer keyboard
- builds three-dimensional block structures; does 10-15-piece puzzles with ease
- likes to disassemble and reassemble objects and dress and undress dolls
- has basic grasp of right and left but mixes them up at times
- copies shapes; combines more than two geometric forms in drawing and construction
- draws persons; prints letters crudely but most are recognizable by an adult; includes a context or scene in drawings; prints first name
- zips coat; buttons well; ties shoes with adult coaching; dresses quickly
Appendix A
Developmental Milestones: Ages Three, Four & Five

Language and Communication Development
Widely Held Expectations

For 3-year-olds...
- shows a steady increase in vocabulary, ranging from 2,000 to 4,000 words; tends to overgeneralize meaning and make up words to fit needs
- uses simple sentences of at least three or four words to express needs
- may have difficulty taking turns in conversation; changes topics quickly
- pronounces words with difficulty; often mistakes one word for another
- likes simple finger plays and rhymes and learns words to songs that have much repetition
- adapts speech and style of nonverbal communication to listeners in culturally accepted ways but still needs to be reminded of context
- asks many who, what, where, and why questions but shows confusion in responding to some questions (especially why, how, and when)
- uses language to organize thought, linking two ideas by sentence combining; overuses such words as but, because, and when; rarely makes appropriate use of such temporal words as before, until, or after
- tells a simple story but must redo the sequence to put an idea in the order of events; often forgets the point of a story and is more likely to focus on favorite parts

For 4-year-olds...
- expands vocabulary from 4,000 to 6,000 words; shows more attention to abstract uses
- usually speaks in five- to six-word sentences
- likes to sing simple songs; knows many rhymes and finger plays
- will talk in front of the group with some reticence; likes to tell others about family and experiences
- uses verbal commands to claim many things; begins teasing others
- expresses emotions through facial gestures and reads others for body cues; copies behaviors (such as hand gestures) of older children or adults
- can control volume of voice for periods of time if reminded; begins to read context for social cues
- uses more advanced sentence structures, such as relative clauses and tag questions (“She’s nice, isn’t she?”) and experiments with new constructions, creating some comprehension difficulties for the listener
- tries to communicate more than his or her vocabulary allows; borrows and extends words to create meaning
- learns new vocabulary quickly if related to own experience (“We walk our dog on a leash. Oh yeah, it’s a leash—we walk our dog on a leash!”)
- can retell a four- or five-step directive or the sequence in a story

For 5-year-olds...
- employs a vocabulary of 5,000 to 8,000 words, with frequent plays on words; pronounces words with little difficulty, except for particular sounds, such as “t” and “th”
- uses fuller, more complex sentences (“His turn is over, and it’s my turn now”)
- takes turns in conversation, interrupts others less frequently; listens to another speaker if information is new and of interest; shows vestiges of egocentrism in speech, for instance, in assuming listener will understand what is meant (saying “He told me to do it” without any referents for the pronoun)
- shares experiences verbally; knows the words to many songs
- likes to act out others’ roles, shows off in front of new people or becomes unpredictable very shy
- remembers lines of simple poems and repeats full sentences and expressions from others, including television shows and commercials
- shows skill at using conventional modes of communication complete with pitch and inflection
- uses nonverbal gestures, such as certain facial expressions in teasing peers
- can tell and retell stories with practice; enjoys repeating stories, poems, and songs; enjoys acting out plays or stories
- shows growing speech fluency in expressing ideas
Appendix A

Developmental Milestones: Ages Three, Four & Five

Social and Emotional Development
Widely Held Expectations

For 3-year-olds...
- depending in part on previous experience with peers, may look on from the sidelines or engage in parallel play until becoming more familiar with the other children, or may engage in associative play patterns (playing next to a peer, chatting, and using toys but having separate individual intentions for behaviors)
- shows difficulty taking turns and sharing objects, activity changing form often during a play period; lacks ability to solve problems well among peers; usually needs help to resolve a social situation if conflict occurs
- plays well with others and responds positively if there are favorable conditions in terms of materials, space, and supervision (less likely to engage in prosocial behavior when any of these elements are lacking)
- acts more cooperatively than does toddler and wants to please adults (may revert to toddler behavior of thumb sucking, pushing, hitting, crying if unhappy with the outcome of a social situation)
- can follow simple requests; likes to be treated as an older child at times but may still put objects in mouth that can be dangerous or wander off if not carefully supervised
- expresses intense feelings, such as fear and affection; shows delightful, silly sense of humor

For 4-year-olds...
- still engages in associative play but begins true give-and-take, cooperative play
- shows difficulty sharing (some children more than others) but begins to understand turn taking and plays simple games in small groups
- becomes angry easily if things don’t go her or his way at times; now prefers to play with others most often; seeks to resolve negative interactions although lacking verbal skills to resolve all conflicts
- begins to spontaneously offer things to others; wants to please friends; compliments others on new clothing or shoes; shows pleasure in having and being with friends
- exhibits occasional outbursts of anger but is learning that negative acts bring negative sanctions; quickly begins to justify an aggressive act ("He hit me first")
- knows increasingly what self-regulation behaviors are expected but shows difficulty following through on a task or becomes easily sidetracked, forgetting what was asked unless reminded; likes to dress him- or herself; gets own juice or snack; cleans up without constant supervision; unable to wait very long regardless of the promised outcome
- shows greater ability to control intense feelings like fear or anger (no more temper tantrums); still needs adults to help him or her express or control feelings at times

For 5-year-olds...
- enjoys dramatic play with other children
- cooperates well; forms small groups that may choose to exclude a peer
- understands the power of rejecting others; verbally threatens to end friendships or select others ("You can’t come to my birthday party!"); tends to be bossy with others, resulting in too many leaders and not enough followers at times
- enjoys others and can behave in a warm and empathetic manner; jokes and teases to gain attention
- shows less physical aggression; more often uses verbal insult or threatens to hit someone
- can follow requests; may lie rather than admit to not following procedures or rules; may be easily discouraged or encouraged
- dresses and eats with minor supervision; reverts easily to younger behaviors when group norms are less than appropriate
Children spend most of their time playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.

Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.

Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.

The classroom is decorated with children’s original artwork, their own writing with invented spelling, and stories dictated by children to teachers.

Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snacks provide the basis for learning activities.

Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.

Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time.

Teachers read books to children individually or in small groups throughout the day, not just at group story time.

Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children’s different background and experiences mean that they do not learn the same things at the same time in the same way.

Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.
Programs for Preschool English Learners

**Intake Process**

- All students enrolling for their first year of preschool in an Illinois school are issued the Home Language Survey which asks the following two questions:
  - Is a language other than English spoken in your home?
  - Does the student speak a language other than English?
- If the answer to either of the Home Language Survey questions is “yes,” the law requires the school to assess the student’s English language proficiency through the use of a screener.
- The screener currently used for preschool students is the Pre-IPT. Students receive a score of A, B, C, D, or E.
  - For Age Cycle 3, students with a score of A, B, or C are designated as English Learners (ELs).
  - For Age Cycle 4 or 5, students with a score of A, B, C, or D are designated as ELs.

**Program Implementation Requirements**

- Schools or centers with 19 or fewer preschool ELs from the same home language background must implement a Transitional Program of Instruction (TPI). See the chart on the next page for more information.
- Schools or centers with 20 or more preschool ELs from the same home language background must implement a Transitional Bilingual Education (TBE) Program (or Dual Language Education). See the chart on the next page for more information.

**Note:**

English learners in preschool are counted separately from the English learners in grades K-12. This means that a preschool program within one school may be required to implement a different program(s) for ELs than the programs implemented for K-8 students in the same school.

All students who were classified as ELs in preschool must be screened with the kindergarten screener, the MODEL-K, upon entering kindergarten. This allows for students who were classified as ELs due to developmental differences or who have made great progress in English language development to have the opportunity to be reclassified as general education students.
## Programs for Preschool English Learners

### Required Components of Each Program for Preschool ELs

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Transitional Program of Instruction (TPI)*</th>
<th>Transitional Bilingual Education (TBE)*</th>
<th>Dual Language Education (DLE)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Certification Requirements</td>
<td>Type 04 with ESL or bilingual endorsement Note: If two teachers team teach a class, at least one must have the above endorsement.</td>
<td>Type 04 with bilingual endorsement in the language of the TBE program Note: If two teachers team teach a class, at least one must have the above endorsement.</td>
<td>Type 04 with bilingual endorsement in the language of the DLE program Note: If two teachers team teach a class, at least one must have the above endorsement.</td>
</tr>
<tr>
<td>Required Components</td>
<td>• English as a Second Language (ESL) instruction • Content (science, math, etc.) in English with ESL strategies • Instruction in the history and culture of the U.S. and of the native land of the ELs in the TPI program</td>
<td>• English as a Second Language (ESL) instruction • Literacy/Language Development in the home language of the ELs • Content (science, math, etc.) in English with ESL strategies • Content (science, math, etc.) in the home language • Instruction in the history and culture of the U.S. and of the native land of the ELs in the TPI program</td>
<td>• English as a Second Language (ESL) instruction • Literacy/Language Development in the home language of the ELs (and 2nd language development for the native-English speakers) • Content (science, math, etc.) in English with ESL strategies • Content (science, math, etc.) in the home language with strategies and supports for the native-English speakers • Instruction in the history and culture of the U.S. and of the native land of the ELs in the TPI program</td>
</tr>
</tbody>
</table>

*For more information on programs for ELs, please visit the Department of Language and Cultural Education on the Knowledge Center.

### Questions?

With questions concerning implementation of programs for preschool ELs, contact the Department of Language and Cultural Education at (773) 553-1930.

With compliance questions, contact the Department of Language and Cultural Education Compliance Team at dolcecompliancedept@cps.edu.
## Appendix D

### Arts in the Early Childhood Creative Curriculum

#### Reframing Arts-Related Interest Areas

Of the ten named Interest Areas in *The Creative Curriculum for Preschool*, Dramatic Play, Art, Music and Movement can be especially effective at introducing a wide variety of experiences for students throughout the day while supporting standards for preschool. Early childhood teachers, even with limited training in the arts, can work to deliver meaningful and high quality arts instruction. *The Creative Curriculum for Preschool* provides excellent suggestions for embedding arts content into weekly planning, and can even be taken farther. Here are some additional suggestions for each arts area:

**Dance**: Learning about the body’s ability to move and using rhythm and space in different ways.

<table>
<thead>
<tr>
<th>Dance Making</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| Developing skills and techniques | In what ways can my body move? | - Practice structured warm-ups:  
  - Learn and lead students in Anne Green Gilbert’s BrainDance for children ages 0-5 years.  
  - Handout: “Rhyming” from *Teaching the Three Rs Through Movement Experiences* by Anne Green Gilbert  
  - Move in different levels: low, middle, high.  
  - Move in different directions: forward, back, side, up, down.  
  - Move in straight, circular, curved, and zigzag pathways in the air and through space.  
  - Execute basic locomotor (traveling) movements.  
  - Practice freezing and traveling, starting and stopping.  
  - Practice basic motor skills: walk, run, leap, hop, jump, skip, and gallop.  
  - Improvise with props: balls, hoops, ribbons, scarves.  
  - Explore original movement and dance concepts:  
    - Follow-the-leader  
    - Mirroring  
    - Partnering  
    - Responding to music  
  - Explore images that suggest a beginning, middle, and end.  
  - Compose a short dance phrase—a movement sentence—with a beginning, middle, and end.  
  - Perform for peers in dance class.  
  - Participate in group decisions about class choreography.  
  - Perform for students and family at school assemblies, celebrations, and at “Wax” experiences. | - The BrainDance is an effective full body and brain warm-up for people of all ages. It is composed of eight developmental movement patterns human beings are programmed to move through from 0-12 months that wire the central nervous system.  
  - By moving through these movements and using them in a fun musical way, children have a varied movement experience to assist in wholeness and integration of body and brain.  
  - Exploring original movement helps students with focus and concentration.  
  - Movement can highlight response to music, images, words, ideas, and symbols and help children distinguish a range of movement qualities to express feelings, characteristics, sensations, and environments.  
  - Students begin to understand the concepts of cooperation through the examination of body shapes and body actions.  
  - Students become keen observers and can manipulate and remember dance experiences.  
  - Through performance, students demonstrate the ability to recall, repeat, and refine movement sequences.  
  - Student increase expressiveness and coordination.  
  - Students develop positive audience behaviors. |
| Improvising | Why do different people create different movements? | - Practice structured warm-ups:  
  - Learn and lead students in Anne Green Gilbert’s BrainDance for children ages 0-5 years.  
  - Handout: “Rhyming” from *Teaching the Three Rs Through Movement Experiences* by Anne Green Gilbert  
  - Move in different levels: low, middle, high.  
  - Move in different directions: forward, back, side, up, down.  
  - Move in straight, circular, curved, and zigzag pathways in the air and through space.  
  - Execute basic locomotor (traveling) movements.  
  - Practice freezing and traveling, starting and stopping.  
  - Practice basic motor skills: walk, run, leap, hop, jump, skip, and gallop.  
  - Improvise with props: balls, hoops, ribbons, scarves.  
  - Explore original movement and dance concepts:  
    - Follow-the-leader  
    - Mirroring  
    - Partnering  
    - Responding to music  
  - Explore images that suggest a beginning, middle, and end.  
  - Compose a short dance phrase—a movement sentence—with a beginning, middle, and end.  
  - Perform for peers in dance class.  
  - Participate in group decisions about class choreography.  
  - Perform for students and family at school assemblies, celebrations, and at “Wax” experiences. | |
| Choreographing | In what ways might we improve our dance? | - Practice structured warm-ups:  
  - Learn and lead students in Anne Green Gilbert’s BrainDance for children ages 0-5 years.  
  - Handout: “Rhyming” from *Teaching the Three Rs Through Movement Experiences* by Anne Green Gilbert  
  - Move in different levels: low, middle, high.  
  - Move in different directions: forward, back, side, up, down.  
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  - Compose a short dance phrase—a movement sentence—with a beginning, middle, and end.  
  - Perform for peers in dance class.  
  - Participate in group decisions about class choreography.  
  - Perform for students and family at school assemblies, celebrations, and at “Wax” experiences. | |
| Performing | Why might a dance feel different to an audience from the way it feels to the performer? | - Practice structured warm-ups:  
  - Learn and lead students in Anne Green Gilbert’s BrainDance for children ages 0-5 years.  
  - Handout: “Rhyming” from *Teaching the Three Rs Through Movement Experiences* by Anne Green Gilbert  
  - Move in different levels: low, middle, high.  
  - Move in different directions: forward, back, side, up, down.  
  - Move in straight, circular, curved, and zigzag pathways in the air and through space.  
  - Execute basic locomotor (traveling) movements.  
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    - Mirroring  
    - Partnering  
    - Responding to music  
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  - Compose a short dance phrase—a movement sentence—with a beginning, middle, and end.  
  - Perform for peers in dance class.  
  - Participate in group decisions about class choreography.  
  - Perform for students and family at school assemblies, celebrations, and at “Wax” experiences. | |

**Dance Literacy**

**Critical and Creative Thinking**

**History and Culture**

| Dance Literacy | Why do people dance? | Contributed to a list of reasons people dance, sharing personal dance experiences.  
- Students talk about favorite dance activities with the class.  
- Take performance to another | Students understand performance space and meaning in performance.  
- Students understand that dance is a special way of expressing and communicating.  
- Students develop basic dance |
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</thead>
<tbody>
<tr>
<td>Critical and Creative Thinking</td>
<td>Why do people from different places dance in many different ways?</td>
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</tr>
<tr>
<td>History and Culture</td>
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</tbody>
</table>

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## Appendix D

**Arts in the Early Childhood Creative Curriculum**

### Reframing Arts-Related Interest Areas

| Dance Vocabulary | How do our surroundings change our dance? | space – like to outdoors – and discuss how space changes meaning.  
- Respond to action words in texts and symbols with movement.  
- Name different body parts we use while dancing and  
- Demonstrate various shapes with the body.  
- Contribute to a class word wall on dance  
- View different types of dance performances live, on film, or on the web.  
- Respond verbally and in movement to famous dancers and dance works. | vocabulary.  
- Students respond in words, movement or pictures.  
- Students understand that there are different approaches to and forms of dance. |

| Dance – Making Connections | Where do you see people dancing?  
- How does dance help us to be strong and healthy?  
- How do animals move?  
- Can we move like animals? | Family Partnerships: interview parents/guardians about the dance tradition of their childhoods, and share with the class.  
- Interview classmates to find out whether and in what ways dance is a regular part of their family experience.  
- Learn dances marking holidays, celebrations and traditions of various cultures.  
- Learn or invent dances using:  
  - Music: rhythms  
  - Visual Arts: movement, color, spatial design in a painting  
  - Theatre: character-based movement  
  - Language Arts: actions, dynamics or pathways drawn from words and images in a book  
  - Math: geometric shapes in the body or in group formations  
  - Science: movement qualities found in natural elements in different seasons; movement qualities of various animals  
- Explore and observe changes in posture and describe how they affect mood. | Students actively observe the movements of other students, people, and things.  
- Students begin to learn about various cultures and historical periods.  
- Student connect dance to other disciplines.  
- Students connect dance to health and well-being. |

### Personal Connections

### Cross-Curricular Connections
## Arts in the Early Childhood Creative Curriculum

### Reframing Arts-Related Interest Areas

#### Music: Developing an awareness of different kinds of music and becoming comfortable with different forms of musical expression

<table>
<thead>
<tr>
<th>Music</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Making</td>
<td>What is the difference between music and noise?</td>
<td>Learn, sing, and perform songs individually and in a group.</td>
<td>A complete music experience includes opportunities for hands-on and interactive learning, self-expression, and reflection.</td>
</tr>
<tr>
<td>Developing Skills and Techniques</td>
<td>Why does some music make us feel happy and some music make us feel sad?</td>
<td>Perform in unison and in a round with varying dynamics.</td>
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</tr>
<tr>
<td>Singing</td>
<td></td>
<td>Sing songs that demonstrate the ability to sing loud/soft, high/low, and fast/slow.</td>
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<tr>
<td>Playing Instruments</td>
<td></td>
<td>Sing a variety of chants, games, and call-and-response songs.</td>
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<tr>
<td>Performing</td>
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<td>Clap simple rhythmic patterns individually and in a group.</td>
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<td>Listen to a CD containing soothing environmental sounds (e.g., ocean, rainforest, birds, wind, etc.)</td>
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<td>Then have small groups of students recreate the sounds while the rest of the class closes their eyes and imagines.</td>
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<td>Play simple rhythmic patterns on classroom instruments or using found objects to create sounds (i.e., homemade shakers, buckets, spoons, etc.)</td>
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<td>Improvise a response to a rhythmic pattern by clapping.</td>
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</table>

#### Music Literacy

<table>
<thead>
<tr>
<th>Music Literacy</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Notating Music</td>
<td>Why might music make you feel different emotions?</td>
<td>Identify high and low through visual icons.</td>
<td>A complete education in music develops the ability to use and understand the language of music through listening and responding to live and recorded repertoire, notation, recording, and music technology, description, analysis, and evaluation.</td>
</tr>
<tr>
<td>Genre and Style</td>
<td>How is your speaking voice different from your singing voice?</td>
<td>Though movement, identify high/low, loud/soft, fast/slow in musical selections.</td>
<td></td>
</tr>
<tr>
<td>Instruments, Voices, and Ensembles</td>
<td>What is the difference between loud/soft, high/low, fast/slow in music?</td>
<td>Make connections between sounds and symbols.</td>
<td></td>
</tr>
<tr>
<td>Music Vocabulary</td>
<td></td>
<td>Identify ensemble groupings.</td>
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<td></td>
<td></td>
<td>Categorize voice types and how they sound.</td>
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<td></td>
<td></td>
<td>Categorize instruments and the sounds they make.</td>
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<td></td>
<td>Listen to a music selection sung by different artists/groups. Compare/contrast each performance.</td>
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</tbody>
</table>

#### Music – Making Connections

<table>
<thead>
<tr>
<th>Music – Making Connections</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Connections</td>
<td>Where do you see people making music?</td>
<td>Define music as a means of self-expression.</td>
<td>Students recognize parallels between music and other disciplines.</td>
</tr>
<tr>
<td></td>
<td>Where or when do you see people singing or playing instruments?</td>
<td>Describe the mood of a piece of music.</td>
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<tr>
<td></td>
<td>How does music help us to feel?</td>
<td>Sing and play music from a variety of world cultures.</td>
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<tr>
<td></td>
<td>Where else do you hear music?</td>
<td>Use student-constructed puppets to communicate responses to music.</td>
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</tr>
<tr>
<td></td>
<td>What sounds do we hear outside?</td>
<td>Listen to music that tells a story.</td>
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</tr>
<tr>
<td>Cross-Curricular Connections</td>
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</tbody>
</table>

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## Arts in the Early Childhood Creative Curriculum

### Reframing Arts-Related Interest Areas

**Drama:** Communicating a message or story through action and dialogue.

<table>
<thead>
<tr>
<th>Drama</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Making</td>
<td>In what ways can we tell stories with our body, voice, and mind?</td>
<td><strong>Pantomime simple daily activities.</strong></td>
<td>Creative play and make-believe are demonstrations of the imagination.</td>
</tr>
<tr>
<td></td>
<td>How might we use our body, voice, and mind to pretend to be a character from a book?</td>
<td><strong>Participate in teacher-guided imaginative journeys through various settings and situations.</strong></td>
<td>Acting should not emphasize performance projects, but rather creative process, group sharings, and presentations within the classroom.</td>
</tr>
<tr>
<td></td>
<td>How might a picture tell us a story?</td>
<td><strong>Demonstrate the sound and movements of animals and/or people in a story.</strong></td>
<td>Students explore the physical, vocal, characterization and staging components of acting by developing the actor’s instrument: the body, voice, and mind.</td>
</tr>
<tr>
<td></td>
<td>What are different ways we can move our bodies?</td>
<td><strong>Dramatize storytelling through use of body, voice, and gesture.</strong></td>
<td>Rules of dramatic play include focus, freeze, and personal space.</td>
</tr>
<tr>
<td></td>
<td>How can we tell if a character is young/bald, boy/girl, etc.?</td>
<td><strong>Listen to a story and create improvised dialogue to play a scene from the story.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Use a gesture and voice with a prop, mask, or puppet to express character.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Use a photograph as a prompt for asking and answering the “who, what, where, when, and why” about the characters in the imagined story.</strong></td>
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<td></td>
<td><strong>Retell a story individually or in groups with attention to accurate sequencing.</strong></td>
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<td><strong>Supply an ending to an existing or original story.</strong></td>
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<td></td>
<td></td>
<td><strong>Alter the classroom space, using existing furniture to create a space or stage for theatre activities.</strong></td>
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<td></td>
<td><strong>Give objects imaginary qualities – for example a saucepan becomes a magic helmet.</strong></td>
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<td></td>
<td><strong>Practice “freezing” to help concentration and focus.</strong></td>
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<td></td>
<td></td>
<td><strong>Practice the idea of “personal space”, with attention to size, shape, weight, height, and speed.</strong></td>
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</tr>
</tbody>
</table>

### Drama Literacy

<table>
<thead>
<tr>
<th>Drama Literacy</th>
<th>Terms and tools</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Making</td>
<td>Theatre history/research</td>
<td><strong>Dramatize a narrative text.</strong></td>
<td>Theatre vocabulary should be used in all theatre activities and exercises in which students are engaged.</td>
</tr>
<tr>
<td></td>
<td>Dramatic texts</td>
<td><strong>Explore stories that are thematically or dramatically similar appearing in a variety of cultures (animal myths, hero, or Cinderella stories).</strong></td>
<td>Students should develop an understanding on dramatic structure and theatre traditions.</td>
</tr>
<tr>
<td></td>
<td>Responding to theatre performances</td>
<td><strong>Read a story and retell it verbally.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Then act out key sections of the story.</strong></td>
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<td></td>
<td></td>
<td><strong>Use various techniques to activate storytelling like puppets, masks, and props.</strong></td>
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<td></td>
<td></td>
<td><strong>Gather and use historic images to demonstrate the historical and cultural aspects of storytelling.</strong></td>
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</tbody>
</table>

### Drama – Making Connections

<table>
<thead>
<tr>
<th>Drama Making</th>
<th>Interdisciplinary connections</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you ever felt like a character in a story?</td>
<td><strong>Dance/Movement</strong></td>
<td>Students extend their understanding of theatre by connecting it to other disciplines.</td>
</tr>
<tr>
<td></td>
<td>How does a story remind you</td>
<td>- Create dance or movements to link a series of dramatic moments.</td>
<td></td>
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</tbody>
</table>

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### Arts in the Early Childhood Creative Curriculum

**Reframing Arts-Related Interest Areas**

<table>
<thead>
<tr>
<th>Cultural connections</th>
<th>Personal connections</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create a simple dance in response to a dramatic script or story.</td>
<td></td>
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<tr>
<td>- Use a work of children’s literature to animate improvisation, role-playing, storytelling or group sharings.</td>
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<tr>
<td>- Sequence a story or script by creating beginning, middle, and end tableaux or “pictures with the body.”</td>
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<tr>
<td><strong>Music</strong></td>
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<tr>
<td>- Use a variety of musical selections or rhythms to inspire and/or underscore theatre games and improvisations.</td>
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<tr>
<td>- Add found music to a story or play to heighten mood and atmosphere.</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>- Improve movement based on life cycles.</td>
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<tr>
<td>- Use an exploration of the five senses in improvisation activities.</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<tr>
<td>- Identify and report on character types or roles in the neighborhood such as lunchroom attendant, firefighter, store clerk, etc.</td>
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<tr>
<td>- Dramatize and explore similar stories from different cultures such as animal myths and hero stories.</td>
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<tr>
<td><strong>Visual Arts</strong></td>
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<tr>
<td>- Create puppets to be used in storytelling or in a group share.</td>
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<tr>
<td>- Students connect personal experience through explorations of theme and context.</td>
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</tbody>
</table>
## Arts in the Early Childhood Creative Curriculum

**Visual Art:** Using a variety of media to communicate; learning to use art materials; appreciating many forms of art.

### Arts in the Early Childhood Creative Curriculum

<table>
<thead>
<tr>
<th>Visual Art</th>
<th>Exploring the Topic</th>
<th>Activity Ideas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Art – Art Making</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Construction</td>
<td>In what ways can we use points and brushes?</td>
<td>Create paintings that demonstrate personal observations about a place.</td>
<td><em>Students home observation skills and discuss works of art.</em></td>
</tr>
<tr>
<td>Content</td>
<td>How do artists express themselves?</td>
<td>Experiment with mixing colors.</td>
<td><em>Students exercise imagination, construct meanings, and depict their experiences.</em></td>
</tr>
<tr>
<td></td>
<td>How does color and placement of shapes create depth?</td>
<td>Demonstrate the various ways that paints and brushes can be used:</td>
<td><em>Student use basic art tools and gain knowledge of compositional elements.</em></td>
</tr>
<tr>
<td></td>
<td>• Paint: thick, thin</td>
<td>- Paint: thick, thin</td>
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<tr>
<td></td>
<td>• Strokes: long, short, curved</td>
<td>- Strokes: long, short, curved</td>
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<tr>
<td></td>
<td>• Colours: light, dark, dull, bright</td>
<td>- Colours: light, dark, dull, bright</td>
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<td></td>
<td>• Shapes: big, small, layered</td>
<td>- Shapes: big, small, layered</td>
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<td>Create drawings that experiment with different tools such as oil pastels, pencils, colored pencils, and crayons.</td>
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<td>Create prints by stamping objects or sponges with tempera paints.</td>
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<td>Construct a collage using paper and found objects. Experiment with:</td>
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<tr>
<td></td>
<td>- Placement of shapes</td>
<td>- Placement of shapes</td>
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<td></td>
<td>- Color</td>
<td>- Color</td>
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<td></td>
<td>- Pre-cut and torn paper</td>
<td>- Pre-cut and torn paper</td>
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<td></td>
<td>- Composition</td>
<td>- Composition</td>
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<td>- Textured materials</td>
<td>- Textured materials</td>
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<td></td>
<td>- Layering</td>
<td>- Layering</td>
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<td></td>
<td>Sculpt and carve into molding clay. Experiment with:</td>
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<td></td>
<td>- Pinch</td>
<td>- Pinch</td>
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<td>- Coil</td>
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<td>- Texture</td>
<td>- Texture</td>
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<td></td>
<td>- Add and subtract</td>
<td>- Add and subtract</td>
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<tr>
<td></td>
<td>Design fiber art using textured fabric and string or yarn.</td>
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<tr>
<td><strong>Visual Art – Art Literacy</strong></td>
<td></td>
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<tr>
<td>Elements of art</td>
<td>What kinds of colors do we see in works of art?</td>
<td>Compare and contrast line vs. shape, color vs. texture, shape vs. size.</td>
<td><em>Students develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principals of design.</em></td>
</tr>
<tr>
<td>Principals of design</td>
<td>How do we know when something is bigger or smaller?</td>
<td>Identify primary, light, and dark colors.</td>
<td></td>
</tr>
<tr>
<td>Expressive/interpretive qualities</td>
<td>What is the difference between the shape of a circle and the shape of a square?</td>
<td>Identify varied lines, geometric shapes, textures, types of space, size.</td>
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<tr>
<td></td>
<td>Why do people create art?</td>
<td>Listen to a read-aloud a famous artist.</td>
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<tr>
<td></td>
<td></td>
<td>Look at a work by a famous artist.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Identify proportion through visual examples (house to mouse).</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Art – Making Connections</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do we see art in our community?</td>
<td>Observe community sites on a neighborhood walk (or school walk) and note:</td>
<td><em>Students reflect on the process of art making.</em></td>
<td></td>
</tr>
<tr>
<td>What is art?</td>
<td>- Colors</td>
<td><em>Students read and write about art to reinforce literacy skills.</em></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D

### Arts in the Early Childhood Creative Curriculum

**Reframing Arts-Related Interest Areas**

<table>
<thead>
<tr>
<th>Buildings</th>
<th>Vehicles</th>
<th>Signs</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain and compare various personal art experiences.</td>
<td>- Explore the customs and traditions of various cultures.</td>
<td>- Identify types of art found in daily life.</td>
<td></td>
</tr>
</tbody>
</table>

- Students recognize societal, cultural, and historical significance of art.
### INTEGRATING PHYSICAL ACTIVITY AND NUTRITION EDUCATION INTO THE PRESCHOOL DAY

<table>
<thead>
<tr>
<th>Parts of the Day</th>
<th>Physical Activity</th>
<th>Nutrition Education</th>
<th>Add Your Own Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Time / Whole</td>
<td>Music with movements</td>
<td>What’s your favorite fruit or veggie?</td>
<td></td>
</tr>
<tr>
<td>Group Instruction</td>
<td>Active greeting</td>
<td>Talk about the menu for breakfast and lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get the wiggles out</td>
<td>Make a rainbow: fruit and veggie color sort</td>
<td></td>
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<tr>
<td></td>
<td>Popcorn words or sounds: jump up when you hear the word dog or the “d” sound.</td>
<td>If you’re healthy and you know it</td>
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<tr>
<td></td>
<td>Counting with exercise, ie jumping jacks, arm circles, squats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice Time /</td>
<td>Making letter shapes with your body</td>
<td>Make a rainbow: fruit and veggie color sort</td>
<td></td>
</tr>
<tr>
<td>Centers</td>
<td>Ball toss to a target or with a partner</td>
<td>A is for Apple: Think of fruits and veggies that start with each letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balance boards / balance beam</td>
<td>Healthy vs. not healthy food sort</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>While standing in line: balance on one foot, jump like a spring, etc.</td>
<td>Line up if you ate ___ for dinner last night.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moving from tables to rug: walk like your favorite animal, side step, tip toe,</td>
<td>Table names with food groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>float like a bubble</td>
<td>Healthy vs. not healthy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freeze and go</td>
<td>Turn and talk about your</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>favorite healthy food</td>
<td></td>
</tr>
<tr>
<td>Story Time</td>
<td>Children’s literature with health and wellness themes</td>
<td>Children’s literature with health and wellness themes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal Times</td>
<td>Active play before lunch time / snack time</td>
<td>My plate: name the food groups on your plate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food tastings</td>
<td></td>
</tr>
</tbody>
</table>

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