



 COX Campus
coxcampus.org

Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

B-5 LITERACY PLATFORM

We cultivate expertise with educators, system leaders, families and advocates with the sciences of healthy brain development, language and literacy so that all children can think critically and act boldly to reshape the world. Join our free, equity-based online learning community, www.coxcampus.org, to access accredited coursework and resources like this.

Bring Cox Campus to your school! Click [here](#) to contact Dr. Nadia J. Jones, Director of Partnerships, to learn more.

Get it all on Cox Campus!

Join Cox Campus

Free, easy and proven science-backed courses and resources, live events, community and more

Develop the **9 Essential Elements** of a Language-Rich Ecosystem

Influence the construction of a child's brain for reading and all learning with these nine elements

Access the Complete Cox Campus **B-5 Course Book**

Live out the elements that support a language rich ecosystem

Download the Literacy & Justice for All **Summer Curriculum**

Family-centered, Inquiry-based, and Culturally and linguistically preserving

Analyze your current practices using **Ecosystem 2.0**

Set goals and determine next steps for professional development

Engage in the **Yearlong Learning Journey**

Join educators across the nation also using the Cox Campus courses and resources to support implementation of culturally preserving, inquiry-centered, and evidence-based instruction



9 Essential Elements of a Language-Rich Ecosystem

Essential Elements of a Language-Rich Ecosystem



©2022 Rollins Center for Language & Literacy. All Rights Reserved.
For reproduction permission, please email info@coxcampus.org.

Learn more about the nine essential elements, the ecosystem approach and more by taking Cox Campus' video course, **An Ecosystem Approach to Developing the Foundation for Reading in the Early Years**.
Click [here](#) to get started.





B-5 Course Book

Course Catalog: Infant/ Toddler

Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School



www.coxcampus.org

 COX Campus
coxcampus.org

“We read to become who we are meant to be.”

Sondra Mims • Chief Academic Officer,
Atlanta Speech School

FOR INFANT/
TODDLER
EDUCATORS
& LEADERS

AN ECOSYSTEM APPROACH TO DEVELOPING THE FOUNDATION FOR READING IN THE EARLY YEARS • 3.5 HOURS, CEUS: 0.4

This course supports teachers understanding of how our Cox Campus B-5 coursework is integrated. It presents an overview of an ecosystem approach to developing the foundation for reading in the early years and introduces nine essential elements, why they matter, and the best practices associated with each element.



By the end of the course, you will be able to:

- Be familiar with the ecosystem approach and the nine essential elements that contribute to a solid foundation in language and literacy
- Define the elements, explain why they matter, and identify exemplary practices associated with them
- See the connection between the elements and all relevant B5 coursework on Cox Campus
- Use the Ecosystem Construction Measure at sites and/or classrooms as a guide to setting goals and planning action steps for improvement leading to radical child outcomes



Why It Matters:

- Although children do not begin their formal instruction in reading until the first years of formal schooling, the path for developing a fluent, confident reader begins early in life, in fact, in infancy. A strong foundation in language and emergent literacy in the early years is required for children to fully be ready to benefit from reading instruction in the elementary years. Teachers of children in the early years play a critical role in supporting the construction of a reading brain and need support to develop the knowledge and skills to implement practices that define a relationships-based, language-centered ecosystem – a learning environment that supports children’s language and literacy development, in preparation for reading.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

BUILD MY BRAIN • 2 HOURS, CEUS: 0.2

A child’s brain is born ready to learn and grow. We all have a role to play in making reading a reality for every child. See how you can make every moment an opportunity to build children’s language and literacy skills.



By the end of the course, you will be able to:

- Describe how brain development unfolds and how early experiences affect this process
- Explain how interactions between adults and children form and strengthen neural connections
- Understand how toxic stress responses can negatively impact a child’s ability to learn



Why It Matters:

- All of us play an important role in constructing children’s brains or supporting those who do so directly.
- The early years are critical years.
- Supporting families, teachers, caregivers and all who work with young children is important for children’s well-being and for the future of our communities.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

POWER OF LANGUAGE FOR INFANTS AND TODDLERS • 2 HOURS, CEUS: 0.2

How much of a difference can you make in the life of a child just by talking? A lot! You can help children grow, learn and get ready to read by making the most of every day moments – all by embracing and nurturing the power of language.



By the end of the course, you will be able to:

- Explain the importance of and demonstrate how to build meaningful relationships with infants and toddlers
- Identify the 5 elements of responsive interactions and explain how to apply them when engaging with children
- Identify ways to support a child’s first language and engage families of dual language learners



Why It Matters:

- Strong relationships are the foundation of language development.
- Your responsive interactions with young children support the development of a solid foundation for reading and all learning.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

“If we want an engaged citizenry we have to have a literate citizenry.”

Walter Gilliam • Professor of Child Psychiatry & Psychology, Yale University Child Study Center & Cox Campus National Advisory Member

TALK WITH ME BABY • 4 HOURS, CEUS: 0.4

You can be a brain-building partner! As a Talk With Me Baby coach, you can empower families to continue supporting their children's learning at home, at school, and everywhere in between.



By the end of the course, you will be able to:

- Support children's language development at school and home
- Explain how early childhood affects brain architecture
- Use lightning coaching moments to partner with families



Why It Matters:

- Children's earliest experiences affect long-term outcomes in health, learning, and behavior.
- You can start a powerful chain reaction to better children's futures in your school and community.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

TALK WITH ME • 3 HOURS, CEUS: 0.3

Every time you talk with a child is an opportunity to build their brain for reading, no matter how young. Learn how you can use simple, effective techniques to build stronger, smarter brains.



By the end of the course, you will be able to:

- Understand how to use the TALK Strategy to have meaningful conversations with infants and toddlers
- Describe how to build children's language by: Tuning In, Asking Questions, Lifting Language, and Keeping it Going
- Modify the TALK strategy for Dual Language Learners



Why It Matters:

- The early years are most important in a child's brain development.
- Words are like food for the brain, helping improve children's cognitive development.
- Your words are powerful and each one creates a brighter future for children.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

READ WITH ME: PART 1 • 2.5 HOURS, CEUS: 0.3

Everyone knows reading books with children is important - not just reading to children - but reading with them. Learn how you can transform story time by reading interactively with children and create opportunities to have great conversations and build language.



By the end of the course, you will be able to:

- Demonstrate how to read books interactively and responsively
- Identify practices that help promote language development during story reads
- Modify the TIPS Strategy in story reads for different age groups



Why It Matters:

- Reading a book becomes more than a story, it becomes a conversation.
- These conversations pave the way for the development of content knowledge, vocabulary, and comprehension children need later on.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“We have to make the science of reading available to all teachers because our kids are depending on it. Quite frankly when you look at our national data, our country is depending on it.”

Dr. Ryan Lee-James • Director of Rollins Center for Language & Literacy

READ WITH ME: PART 2 • 1.5 HOURS, CEUS: 0.2

It's not what you read with children, but how you read that makes a difference. And you have the power to make reading exciting and attainable for your Dual Language Learners, all while finding opportunities to have brain-building conversations with your students.



By the end of the course, you will be able to:

- Modify the TIPS Strategy for dual language learners
- Demonstrate use of the TIPS Strategy with any book read with children



Why It Matters:

- Dual language learners benefit when you read stories with them in English and in their first language when you add some additional support.
- Reading stories interactively paves the way for the development of content knowledge, vocabulary, and comprehension children need later on.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

RHYME WITH ME • 2.5 HOURS, CEUS: 0.3

Words, rhythm, and rhyme come together to spark children's imaginations, build strong relationships, and encourage learning. See how you can pair rhythm and rhyme with powerful, brain-building moments.



By the end of the course, you will be able to:

- Explain how rhythm and rhyme improve early literacy skills in infants and toddlers
- Identify and recognize best practices for reading rhyming books with infants and toddlers
- Use brain-building rhythm and rhyme activities throughout the entire day



Why It Matters:

- Rhythm and rhyme helps children's brains make powerful connections to prepare their brains for learning.
- Rhythm and rhyme moments are opportunities to build strong connections with children.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

MONITORING CHILDREN'S PROGRESS IN LANGUAGE & LITERACY IN THE EARLY YEARS • 3.5 HOURS, CEUS: 0.4

Teachers will build skills in monitoring/assessing children's developmental progress, with a focus on language and literacy development.



By the end of the course, you will be able to:

- Recognize that Progress Monitoring is an integral part of teaching and is a vital component of an early childhood program
- Be familiar with the cycle of assessment and be able to apply it to all areas of development in their classroom, particularly language and literacy
- Understand the range of development in language and literacy for Infants–PK children, understand how to monitor progress in these areas, and be familiar with tools available for this purpose on Cox Campus



Why It Matters:

- Taking the time to intentionally observe and document children's progress allows teachers to get to know children better, form relationships with them, and plan activities and instruction that most effectively support and advance their development.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

Course Catalog: Preschool/ Pre-K

Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School



www.coxcampus.org

 COX Campus
coxcampus.org

“The silver lining of COVID is that it allowed us to reimagine education in a flexible way that was more supportive of children’s individual needs”

Laura Rhinehart • Asst Researcher, UCLA Center for Dyslexia, Diverse Learners & Social Justice & Cox Campus National Advisory Member

AN ECOSYSTEM APPROACH TO DEVELOPING THE FOUNDATION FOR READING IN THE EARLY YEARS • 3.5 HOURS, CEUS: 0.4

This course supports teachers understanding of how our Cox Campus B-5 coursework is integrated. It presents an overview of an ecosystem approach to developing the foundation for reading in the early years and introduces nine essential elements, why they matter, and the best practices associated with each element.



By the end of the course, you will be able to:

- Be familiar with the ecosystem approach and the nine essential elements that contribute to a solid foundation in language and literacy
- Define the elements, explain why they matter, and identify exemplary practices associated with them
- See the connection between the elements and all relevant B5 coursework on Cox Campus. Learners will also be familiar with the Ecosystem Construction Measure and ready to use it at their sites or classroom, as a guide to setting goals and planning action steps for improvement leading to radical child outcomes



Why It Matters:

- Although children do not begin their formal instruction in reading until the first years of formal schooling, the path for developing a fluent, confident reader begins early in life, in fact, in infancy. A strong foundation in language and emergent literacy in the early years is required for children to fully be ready to benefit from reading instruction in the elementary years. Teachers of children in the early years play a critical role in supporting the construction of a reading brain and need support to develop the knowledge and skills to implement practices that define a relationships-based, language-centered ecosystem – a learning environment that supports children’s language and literacy development, in preparation for reading.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

BUILD MY BRAIN • 1 HOUR, CEUS: 0.1

A child’s brain is born ready to learn and grow. We all have a role to play in making reading a reality for every child. See how you can make every moment an opportunity to build children’s language and literacy skills.



By the end of the course, you will be able to:

- Describe how brain development unfolds and how early experiences affect this process
- Explain how interactions between adults and children form and strengthen neural connections
- Understand how toxic stress responses can negatively impact a child’s ability to learn



Why It Matters:

- All of us play an important role in constructing children’s brains or supporting those who do so directly.
- The early years are critical years.
- Supporting families, teachers, caregivers and all who work with young children is important for children’s well-being and for the future of our communities.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

THE POWER OF LANGUAGE • 2.5 HOURS, CEUS: 0.2

How does oral language impact a child’s ability to read later on in life? A bunch! Give children a head start towards reading by intro.



By the end of the course, you will be able to:

- Explain the importance of oral language for children’s cognitive development
- Demonstrate the ability to select, incorporate, and teach complex vocabulary throughout the day
- Develop a No Shhh Zone for your classroom



Why It Matters:

- Oral language is a vital element to children’s brain development.
- Oral language is the foundation for literacy and all learning.
- You’ll become an even more amazing teacher.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

“There is an opportunity – right now – to actually align instruction with 50 years of scientific research that has shown us how students learn to read and what they need to be taught.”

Emily Hanford • Education Correspondent

TALK WITH ME BABY • 4 HOURS, CEUS: 0.4

You can be a brain-building partner! As a Talk With Me Baby coach, you can empower families to continue supporting their children's learning at home, at school, and everywhere in between.



By the end of the course, you will be able to:

- Support children's language development at school and home
- Explain how early childhood affects brain architecture
- Use lightning coaching moments to partner with families



Why It Matters:

- Children's earliest experiences affect long-term outcomes in health, learning, and behavior.
- You can start a powerful chain reaction to better children's futures in your school and community.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

TALK WITH ME • 3 HOURS, CEUS: 0.3

Every time you talk with a child is an opportunity to build their brain for reading, no matter how young. Learn how you can use simple, effective techniques to build stronger, smarter brains.



By the end of the course, you will be able to:

- Understand how to use the TALK Strategy to have meaningful conversations with infants and toddlers
- Describe how to build children's language by: Tuning In, Asking Questions, Lifting Language, and Keeping it Going
- Modify the TALK strategy for Dual Language Learners



Why It Matters:

- The early years are most important in a child's brain development.
- Words are like food for the brain, helping improve children's cognitive development.
- Your words are powerful and each one creates a brighter future for children.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

TRANSFORMING STORY TIME • 3.5 HOURS, CEUS: 0.4

It's not just what you read, but how you read with children that makes all the difference. Transform story time into a brain-building (and fun!) experience for your children.



By the end of the course, you will be able to:

- Demonstrate how to read interactively with preschool and pre-k children
- Identify a focus book and explain why it should be read three times in a week
- Determine what to focus on during each of your three story reads



Why It Matters:

- Children need interactive reads to help them understand the meaning of stories and build vocabulary.
- Interactive story reads help build critical literacy skills for children.
- Being intentional about your story reads provides more.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“ Kids learn language just by being in an environment where language is spoken. Reading does not develop that way, a real critical distinction. ”

Dr. Ryan Lee-James • Director of Rollins Center for Language & Literacy

BUILDING WORLD KNOWLEDGE • 2.0 HOURS, CEUS: 0.2

Reading is a great way for children to learn about the world around them. Learn how you can bring interesting, informational texts to the forefront by pairing them with some of your favorite storybooks.



By the end of the course, you will be able to:

- Develop pairs of fiction and nonfiction books for preschool and pre-k children
- Choose an appropriate informational text that pairs with a week's focus book during REAL time
- Use informational texts and responsive instruction during REAL time sessions to support children in reaching REAL time goals



Why It Matters:

- You'll help children be able to better understand the world around them.
- Children will understand books are a great way to learn.
- Pairing storybooks with nonfiction supporting texts helps children learn.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

FOUNDATIONS OF LEARNING TO READ • 5.0 HOURS, CEUS: 0.5

Before a child can conquer reading, they need to conquer three foundational areas: phonological awareness, alphabet knowledge, and concepts of print. You can help them master these skills in a fun and exciting way with a little trick we call "PAC" Time.



By the end of the course, you will be able to:

- Formulate a three-part teaching strategy for teaching children specific skills
- List the components of phonological awareness, alphabet knowledge, and concepts of print
- Modify how you teach these concepts at different developmental stages



Why It Matters:

- You will see statistical improvement in key reading preparedness skills.
- Your children will be on the path to literacy, and soon ready to learn phonics and how to decode words.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

SHARING IDEAS THROUGH WRITING • 4.5 HOURS, CEUS: 0.5

When a kid scribbles on paper, long before they can write their letters, they're starting to understand writing and what it means. Learn how you can foster this love of writing - and learning - in young children.



By the end of the course, you will be able to:

- Describe the different stages of emergent writing for children
- Integrate strategies to support children's writing skill development
- Design fun and exciting emergent writing activities to do with children



Why It Matters:

- Emergent writing activities prepare children to meet nationwide third-grade writing standards.
- Children will be able to communicate thoughts, ideas, and feelings through developmentally appropriate writing.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“If we want to be able to move the needle, we really need to come from a place where we're drawing from gifts that children and families are already coming with.”

Dr. Neena McConnico • Child Witness to Violence Project & Cox Campus Contributor

SUPPORTING DUAL LANGUAGE LEARNERS RIGHT FROM THE START

• 4 HOURS, CEUS: 0.4

Hola! Bonjour! Nin hǎo! Anyoung! These are just a few ways some of your learners may say “hello.” You can support their home language and create positive learning experiences that respond to their needs and prepares them for kindergarten – and beyond.

By the end of the course, you will be able to:

- Describe dual language development, the benefits of bilingualism, and the role of first language in DLL's development
- Identify and explain the six essential ecosystem elements that contribute to an ecosystem for dual language learners thrive
- Design culturally and linguistically responsive learning environments for dual language learners
- Learn and apply teaching practices that specifically support DLLs' development and build their foundation in language and literacy

Why It Matters:

- There is a lack of fit between what science tells us about how DLLs learn and how we teach them in the classroom.
- Young DLLs benefit greatly from a variety of supports and practices teachers can put in place to maximize their learning.
- DLLs' first language is a valuable asset that plays an important role in their learning and must be woven into the classroom experience.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

CONNECTING THE DOTS FOR DUAL LANGUAGE LEARNERS THROUGHOUT THE PRESCHOOL DAY • 2.5 HOURS, CEUS: 0.3

Learn how to help connect the dots for DLLs by supporting their learning and participation during morning meeting, story time, centers, small groups, and transitions.

By the end of the course, you will be able to:

- Identify and explain the six essential elements that contribute to a language-rich ecosystem where dual language learners thrive
- Identify how these elements and best practices associated with them come together throughout the instructional day to support DLLs' learning during morning meeting, storytime, centers, small groups, and transitions
- Implement equitable teaching practices that specifically support DLLs' development and build their foundation in language and literacy

Why It Matters:

- The early childhood classroom is becoming more and more diverse, and teachers must be prepared to teach all children effectively.
- Dual language learners learn best and develop a solid foundation in language and literacy in environments where their culture and first language are woven into the classroom experience.
- By incorporating a variety of supports you can create an environment where DLLs feel safe, included, and ready to learn!

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“
We have a reading brain
that needs our attention to
the knowledge – the
Science of Reading.
”

Dr. Maryanne Wolf • Director of the Center for
Dyslexia, Diverse Learners and Social Justice & Cox
Campus National Advisory Member

MONITORING CHILDREN’S PROGRESS IN LANGUAGE & LITERACY IN THE EARLY YEARS • 3.5 HOURS, CEUS: 0.4

Teachers will build skills in monitoring/assessing children’s developmental progress, with a focus on language and literacy development.



By the end of the course, you will be able to:

- Recognize that Progress Monitoring is an integral part of teaching and is a vital component of an early childhood program
- Be familiar with the cycle of assessment and be able to apply it to all areas of development in their classroom, particularly language and literacy
- Understand the range of development in language and literacy for Infants- PK children, understand how to monitor progress in these areas, and be familiar with tools available for this purpose on Cox Campus



Why It Matters:

- Taking the time to intentionally observe and document children’s progress allows teachers to get to know children better, form relationships with them, and plan activities and instruction that most effectively support and advance their development.

IMPLEMENT WHAT
YOU’VE LEARNED WITH
THESE RESOURCES

Course Catalog: Instructional Coaching

Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School



www.coxcampus.org

COX Campus
coxcampus.org

Literacy is a double cape.
It opens up the words for
individuals and it opens
up the words for
communities.

Walter Gilliam • Professor of Child Psychiatry &
Psychology, Yale University Child Study Center & Cox
Campus National Advisory Member

INSTRUCTIONAL COACHING FOR CHANGE IN CHILDREN'S FUTURES • 2.5 HOURS, CEUS: 0.3

This first course introduces Instructional Coaching, an innovative and effective relationships-based professional learning approach focused on supporting teachers' practices related to language and literacy in the early years, our focus across all Cox Campus courses for educators.



By the end of the course, you will be able to:

- Understand the value of coaching as a personalized, relationship-based professional learning approach
- Learn the value and effectiveness of Instructional Coaching in improving teachers' ability to impact language and literacy outcomes for children
- Engage with teachers effectively, using adult learning principles



Why It Matters:

- Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

RELATIONSHIPS ARE THE HEART OF COACHING • 3 HOURS, CEUS: 0.3

This second course will prepare you to build strong coaching relationships through self-awareness, understanding the learner, building trust, and having exploratory or initial conversations. Building relationships with those you coach is important, it is the relationship that will connect all coaching efforts.



By the end of the course, you will be able to:

- Articulate your beliefs before entering into a coaching relationship, understand the importance of cultural influences and the importance of becoming culturally competent before beginning coaching
- Lead the initial conversation of a coaching relationship, including the four-act structure that the conversation should adhere to
- Understand and share the need for building trust in coaching relationships, and the elements that trust is comprised of, including CPR and LEAD
- Communicate the five stages of change, as well as how to provide proper support during each stage



Why It Matters:

- Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

Teachers deserve to be taught how skilled reading develops. They deserve to be taught what they need to know to teach kids how to read in a direct and explicit way.

Emily Hanford • Education Correspondent

THE ROLLINS COACHING PROCESS • 3.5 HOURS, CEUS: 0.3

This third course provides prospective Cox Campus Instructional Coaches with a step-by-step guide on how to implement the Coaching Impact Cycle: Identify, Learn, and Improve, to support teachers in developing skills that promote children's development in language and literacy.



By the end of the course, you will be able to:

- Complete an ecosystem construction measure, identify ecosystem priority areas, and set goals using the joint action plan
- Guide a teacher effectively through the identify phase of the impact cycle
- Guide a teacher effectively through the explain phase of the impact cycle
- Guide a teacher effectively through the modeling and guided practice phase of the impact cycle
- Guide a teacher effectively through the observe and improve phases of the impact cycle



Why It Matters:

- Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

INSTRUCTIONAL COACHING AND THE ROLE OF LEADERS • 2 HOURS, CEUS: 0.2

This course is intended for leaders of early childhood education sites. It presents an overview of Cox Campus instructional coaching and the important role leaders play in its implementation.



By the end of the course, you will be able to:

- Understand instructional coaching and what is needed to support coaching efforts effectively at your site



Why It Matters:

- Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



Literacy & Justice for All Summer Curriculum



Inquiry Based Curriculum



Happening Now

SUMMER Inquiry Questions

May

Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?

June

Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?

July

Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?

Connection to Themes:

Music, Art, Exercise, Health, Sports, Family, Community

Planning Ahead

FALL Inquiry Questions

August

Who am I? Why do I matter?

September

What does it mean to be a family? Who is special to me?

October

How can my community work together to help everyone?

Connection to Themes:

All About Me, Family & Community

WINTER Inquiry Questions

November

Where does my food come from? What does my body need to grow and be healthy?

December

What do we celebrate and why? Are there things we all are grateful for? What can we learn from each other's celebrations that help us grow?

January

How can we take care of ourselves and each other? What does it mean to show kindness?

Connection to Themes:

Culture, Identity, Holidays, Celebrations, Community, Kindness, Sharing, Gratitude

SPRING Inquiry Questions

February

How does the world work? How are living things connected to each other and to the Earth? What do all living things need? How and why do they change and grow?

March/April

How does the world work? How can we take care of earth's living and non-living things? How do they take care of us?

Connection to Themes:

Nature, Animals, Plants, Living things, Insects, Life Cycles, Ecology

Moving beyond the motifs and topics often centered in early learning curriculum *this justice-oriented curriculum is centered in our commitment for every child to see and hear themselves and their lives, interests, language, and culture represented in the classroom*- and also to see and learn from others in their classroom, community, and world. The Curriculum centers around critical inquiry questions addressed in age-appropriate ways and with developmentally and equity-oriented opportunities for meaningful and extended engagement within a language rich ecosystem.

Curriculum is written in collaboration by:

Rollins Center for Language & Literacy

LJFA Teacher Leader Fellows from across 18 independent early care and learning centers in Marietta City

Quality Care for Children

Kennesaw State University

The Westminster Schools of Atlanta



COX Campus



coxcampus.org

What is Literacy and Justice For All (LJFA) and how is this curriculum free?

LJFA is a citywide effort focused on language and literacy across the continuum from the 3rd trimester of pregnancy through the construction of the deep reading brain for every child. LJFA launched in Marietta, Georgia in 2021 with funding from the United Way of Greater Atlanta and support from the Joseph B. Whitehead Foundation. In 2022, the work has been expanded to include the City of Atlanta. Our partners and funders have made significant investments in ensuring that science-based practices and pedagogies are forever free and democratized rather than being hidden behind paywalls and primarily benefiting for-profit companies.

Why should I consider the LJFA Curriculum and what research is this curriculum rooted in?

From the third trimester of pregnancy through Pre-K, the human brain develops faster than at any other point in life. During the critical early years, educators, leaders, families, and advocates must harness the sciences of healthy brain development, language and literacy so that all children have the opportunity to think critically and act boldly to reshape the world. The Literacy and Justice for All B-5 curriculum is an integrated and inquiry-based curriculum rooted in research and evidence-based practices fostering scientifically based and holistic support for children. The LJFA curriculum support children and child-facing adults through implementing evidence-based practices rooted in early brain development research, social emotional development, language development research, multilingual development research, reading development research, writing development research, and adult learning, coaching, and teacher development research. Critically, this curriculum is co-constructed by B-5 educators and teacher-researchers who have built this curriculum while implementing it alongside children and families, working together to co-construct a relationship centered, language-rich ecosystem where every child can thrive.

How does this meet the needs of my children?

This open-access curriculum found on Cox Campus align with GELDSs through the RRFTS expected child outcomes- alignment of lesson plans- cross day/week extensions that offer conceptual development around the inquiries that situate learners as agents- active- shaping their lives and their world. The planned experiences are age appropriate and is not only culturally, linguistically, and developmentally appropriate but also extends to activities and experiences that supports physical development, social-emotional development, approaches to play and learning, communication, cognitive development and, knowledge about the community and world we live in.

How does this curriculum help us meet the requirements for licensing?

Rooted in meaningful and relationships-based interactions, children- and their language and literacy- thrive, The LJFA curriculum supports developmentally appropriate practice and cognitive development which supports children learning about and changing the world. This curriculum centers families, communities, and the rich cultural and linguistic knowledge that each child and family bring. We know that children's development flourishes when fostered in supportive and connected relationships with adults and peers and in a language-centered ecosystem. These types of interactions and supports are critical components of quality care recognized across our field.

What if we already have a curriculum?

Awesome! The Inquiry-Based Curriculum can supplement your current curriculum.

The additional resources and supportive texts offer opportunities to develop critical phonological awareness skills, a growing representational library to focus on cultural and linguistic components of families and communities, and intentional texts to support social-emotional development. Our curriculum includes books to support all children and teachers in developing critical personal and interpersonal skills, self-regulation, and to collectively build safe and responsive classrooms for each learner.

What if our themes are not in the same order?

Search the Cox Campus for the inquiry question and connected themes you are currently studying. All resources will be grouped by age under the inquiry question and with theme connections.

How can I get started?

Sign up for Cox Campus, take the Ecosystem Course, engage in the Year Long Journey. Check out the at a glance page for a checklist of next steps and ways to become involved in this movement toward Literacy and Justice For All!

How can teachers be supported to use the curriculum?

The Rollins Center for Language & Literacy and our online learning community, the Cox Campus, were founded to eliminate barriers of access and equity – helping every child find their voice. There are more than 30 accredited courses and 16,000 downloadable resources (all entirely FREE at www.coxcampus.org) to support everyone in a child's life – from families and teachers to community members and volunteers. Join our community today and encourage all the educators, directors, and families you know to come be a part of our collective effort to realize, at long last, Literacy and Justice For All.

How can families get involved?

Cox Campus provides resources specifically for families. All curriculum bundles also include "Family Connection" activities to encourage teachers to incorporate families in weekly learning and centering the stories, wisdom, experiences, and contributions of families as the first and most important teachers of children with much to share, teach, and contribute to the classroom community.

LITERACY AND JUSTICE FOR ALL

Curriculum for Infants and Young Toddlers



Infant/Young Toddler Curriculum Support

INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?

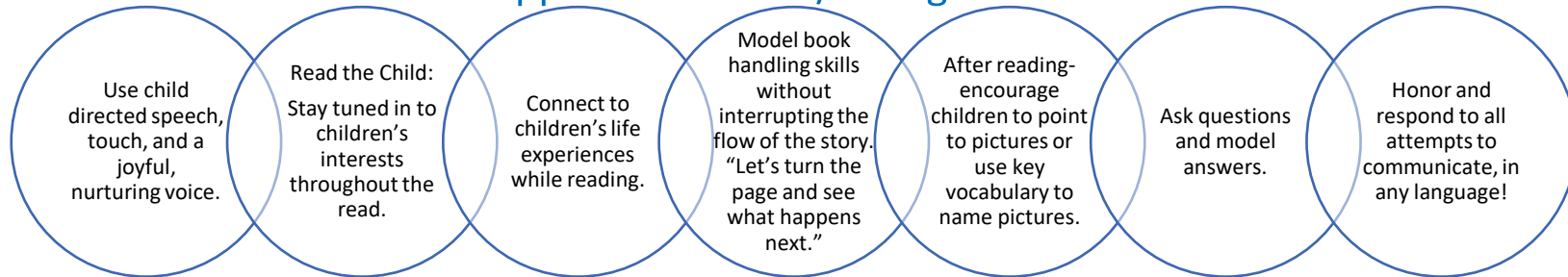
WHY DO WE MAKE MUSIC? HOW CAN MUSIC HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?

Theme Connections: Music



Supports for Infant/Young Toddlers

Additional Text



Supports for Dual Language Learners

Before Read Alouds


- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.

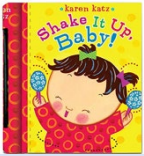

During Read Alouds

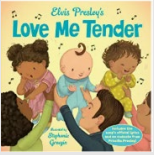
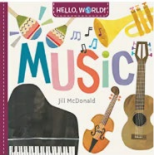
- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- First, read the book in the child's first language, then introduce the book in English individually or in a tiny group.

After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
- Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning):
Music: música (*MEW-see-kah*)
- Books available in Spanish: *Amazing Me! Music!* (bilingual version)

<p>Anchor Books</p>	<p>Key Vocabulary- English + Spanish Focus on tier 1 words for infant/young toddlers.</p>	<p>Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p>Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p>Summarizing Statement Make sure summarizing statement connects to the introductory statement.</p>
 <p>Amazing Me: Music (E+S) by Carol Thompson</p>	<p>Amazing/asombroso (<i>ah-sohm-broh-soh</i>) Drum/tambor (<i>tahm-bohr</i>) Rattle/sonajero (<i>son-ah-heh-roh</i>) Sticks/palos (<i>pah-lohs</i>) Guitar/guitarra (<i>gee-tah-rah</i>) Joyful/alegre (<i>ah-leh-grey</i>)</p>	<p><i>Have a musical instrument and play it and encourage children to play with it as you tune in. Put words to the sounds that the instrument makes like they do in the book.</i></p>	<p>Friends- this book is called <i>Amazing Me: Music</i>. Let's read and see all of the amazing ways these children move their bodies and instruments to make music.</p>	<p>We just read about so many amazing ways that children make music. Let's look back and see how they moved their bodies and used instruments to make joyful music!</p>
 <p>Music Is... by Brandon Sosuy</p>	<p>Quiet/tranquilo (<i>trahn-kee-lo</i>) Loud/ruidoso (<i>rrwee-doh-soh</i>) Fast/rápido (<i>rah-pee-doh</i>) Slow/despacio (<i>dehs-pah-syoh</i>) Calm/calma (<i>cal-mah</i>) Happy/feliz (<i>feh-lees</i>) Sad/triste (<i>tees-teh</i>) Together/juntos (<i>hoon-tohs</i>)</p>	<p>We can be... together (<i>with baby on lap</i>) We can be LOUD (<i>say word more loudly</i>) We can be quiet (<i>whisper</i>) We can be fast (<i>wiggle body quickly</i>) We can be slow (<i>say the word slowly and rock side to side slowly</i>) We can be sad (<i>sad face</i>) We can be happy (<i>happy face</i>). But through it all, we can be together (<i>hug the baby</i>).</p> <p><i>Or play or sing a song your children love. Talk about how music helps us feel, move, connect and play!</i></p>	<p>This book is about so many things that <i>Music Is</i> and helps us do and feel. Let's read together about music and think about how music connects us and makes us feel and move!</p>	<p>We just read <i>Music Is</i>. . . Let's look back and see all the different ways music can sound and make us feel!</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 1 words for infant/young toddlers.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement Make sure summarizing statement connects to the introductory statement.
 <p>Shake it up, Baby! by Karen Katz</p>	<p><i>*Notice the options of focus words below. Consider your children and select the focus words that seem most appropriate/helpful.</i></p> <p>Words from Cox Campus Guide:</p> <p>Baby/bebé (<i>beh-BAY</i>) Rattle/sonajero (<i>soh-nah-heh-roh</i>) Shake/sacudir (<i>sah-koo-deer</i>) Up/arriba (<i>ah-ree-bah</i>) Down/abajo (<i>ah-bah-ho</i>)</p> <p>-----</p> <p>Possible Additional/Alternative Words to include:</p> <p>Music/música (<i>moo-see-kah</i>) Joyful /alegre (<i>ah-leh-greh</i>) Spin/girar (<i>heer-ar</i>) Clap/aplaudir (<i>ah-plow-deer</i>)</p> <p>PAT- bang/estallido (<i>ehs-tah-yee-doh</i>) bounce/rebotar (<i>reh-boh-tahr</i>) giggle/risita (<i>ree-see-tah</i>) wiggle/menear (<i>meh-neh-ahr</i>)</p>	<p>The book has a rattle in the spine... As you get settled with the child pick up the book and shake it as you bounce/giggle/ and wiggle together.</p> <p>Sing- Shake, shake, shake- shake, shake, shake Make joyful music- and shake your body (rattle)! Yeah!</p> <p>Clap, Clap, Clap- Clap, clap, clap- Make joyful music- Clap your hands now! Yeah!</p>	<p>The name of this book is <i>Shake it up, Baby!</i> Look at baby! She looks so happy! I see that she has two rattles in each hand, and she is shaking them to make music! Let's read the book and find out about all the amazing ways these babies move their bodies and instruments to make music and have fun!</p>	<p>We just read about so many amazing ways that the babies moved their bodies and instruments to make music and have fun! Let's look back and see what they did!</p>
 <p>Let's Make Music (National Geographic Kids Look and Learn)</p>	<p>Rattle/sonajero (<i>soh-nah-heh-roh</i>) Music/música (<i>moo-see-kah</i>) Play/jugar (<i>hoo-gahr</i>) Sounds/sonidos (<i>soh-nee-dohs</i>) Instrument/instrumento (<i>eens-troo-mehn-toh</i>)</p>	<p>Tune in Rhyme-</p> <p>Rattle, Rattle, shake, shake! Play the instruments- the music sounds great! Sing, sing- we all know how! Let's read a story about making music now!</p>	<p>This book, <i>Let's make music!</i> is about is about many instruments we can play together. I see a child playing the drums and another child playing a ukulele. Let's read together and talk about how these children used instruments to make music!</p>	<p>We just read <i>Let's Make Music</i> about many different ways to make music. Let's look back and see some of the different ways!</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 1 words for infant/young toddlers.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement Make sure summarizing statement connects to the introductory statement.
 <p>Love Me Tender by Elvis Presley</p>	<p>Music/música (<i>moo-see-kah</i>) Together/juntos (<i>hoon-tohs</i>) Love/amor (<i>ah-mohr</i>) Family/familia (<i>fah-mee-lyah</i>) Feelings/sentimientos (<i>sehn-tee-me-N-tohs</i>)</p> <p>PAT Piano/piano (<i>pyah-noh</i>) Guitar/guitarra (<i>gee-tah-rah</i>) Xylophone/xilófono (<i>see-noh-foh-noh</i>) Tambourine/pandereta (<i>pahn-deh-reh-tah</i>) Maraca/maraca (<i>mah-rah-kah</i>) Triangle/Triángulo (<i>tryahng-goo-loh</i>) Drum/tambor (<i>tahm-bohr</i>)</p>	<p>Echo song- I love you, always forever Near and far, singing together I love you, (baby's name) (Modified by Betty Who's I love you, Always Forever)</p> <p>OR- play Love me Tender by Elvis</p>	<p>Friends, look at this book! There are three babies with grown-ups who love them so much. This book, <i>Love me Tender</i> is a song about how much YOU are loved and how much families love their children. Let's see how music can help people share their feelings and their love.</p>	<p>We just read <i>Love Me Tender</i>, a song about love and pictures about how much families love their children!</p>
 <p>Hello, World! Music! by Jill McDonald</p>	<p>Music/música (<i>moo-see-kah</i>) Instrument/instrumento (<i>eens-troo-mehn-toh</i>) Different/ diferente (<i>dee-feh-rehn-teh</i>) High/alto (<i>ahl-toh</i>) Low/bajo (<i>bah-hoh</i>)</p> <p>PAT- Big/grande (<i>grahn-deh</i>) Small/ pequeño (<i>peh-keh-nyoh</i>) Tiny/diminuto (<i>dee-mee-noo-toh</i>) Loud/Ruidoso (<i>rwee-doh-soh</i>) Quiet/silencioso (<i>see-lehn-syoh-soh</i>)</p>	<p>"Sing, Sing a Song" by the Carpenters</p> <p>Sing, Sing a song Make the world sing along Sing of how it could be Sing for you and for me. La la la la</p>	<p>This book is called, <i>Hello, World! Music</i> and is all about different instruments. I see a piano, a violin, a guitar, a trumpet, and maracas here! There are many different instruments, and they all help us make music! Let's see some of the instruments!</p>	<p>This book was about so many different instruments people use to make music. Let's look back at all the different instruments and talk about them together!</p>

Additional Books: De Colores



Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words:

Amazing/*asombroso* (ah-sohm-broh-soh)
Drum/*tambor* (tahm-bohr)
Rattle/*sonajero* (son-ah-heh-roh)
Sticks/*palos* (pah-lohs)
Guitar/*guitarra* (gee-tah-rah)
Joyful/*alegre* (ah-leh-grey)
Quiet/*tranquilo* (trahn-kee-lo)
Loud/*ruidoso* (rrwee-doh-soh)
Fast/*rápido* (rah-pee-doh)
Slow/*despacio* (dehs-pah-syoh)
Calm/*calma* (cal-mah)
Happy/*feliz* (feh-lees)
Sad/*triste* (trees-teh)
Together/*juntos* (hoon-tohs)

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

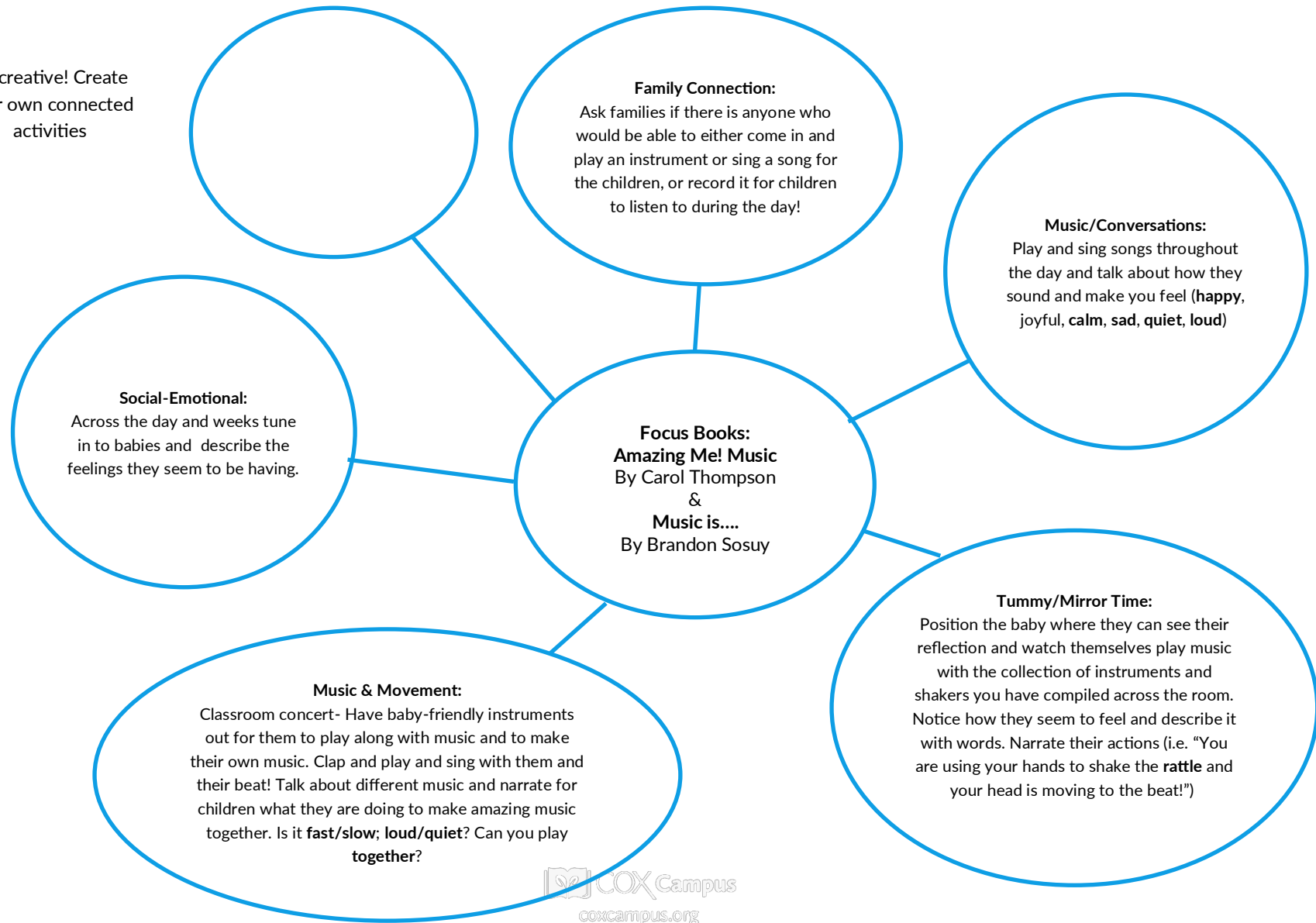
Planning for Connections Across the Day Using an Anchor Book

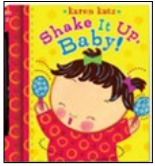
Class: Infant/Young Toddlers

Theme: _____

Week of: _____

Be creative! Create your own connected activities





Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words: **Notice the options of focus words below. Consider your children and select the focus words that seem most appropriate/helpful.*

Words from Cox Campus Guide:

Baby/*bebé* (*beh-BAY*)
 Rattle/*sonajero* (*soh-nah-heh-roh*)
 Shake/*sacudir* (*sah-koo-deer*)
 Up/*arriba* (*ah-ree-bah*)
 Down/*abajo* (*ah-bah-ho*)

Possible Additional/Alternative Words to include:

Music/*música* (*moo-see-kah*)
 Joyful/*alegre* (*ah-leh-greh*)
 Spin/*girar* (*heer-ar*)
 Clap/*aplaudir* (*ah-plow-deer*)
 Play/*jugar* (*hoo-gahr*)
 Sounds/*sonidos* (*soh-nee-dohs*)
 Instrument/*instrumento* (*eens-troo-mehn-toh*)

What changes will you make to the environment?

- Add photos of various instruments around the room to encourage conversations.

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

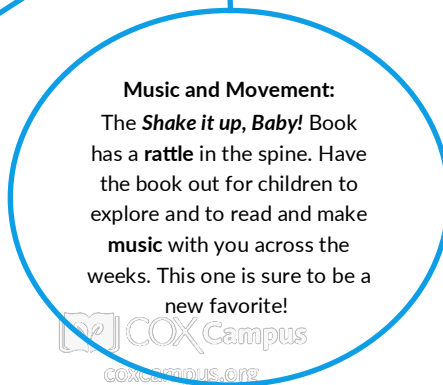
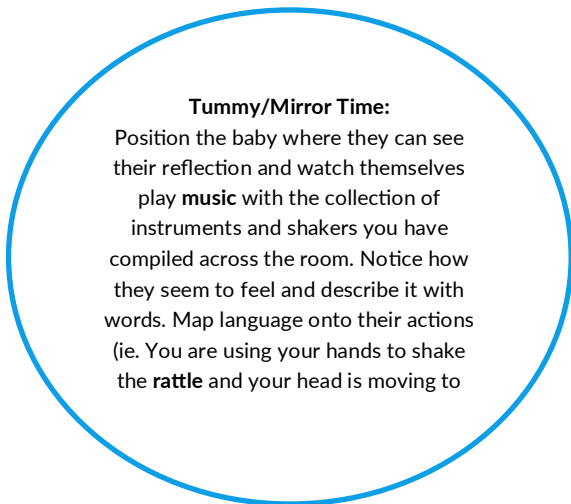
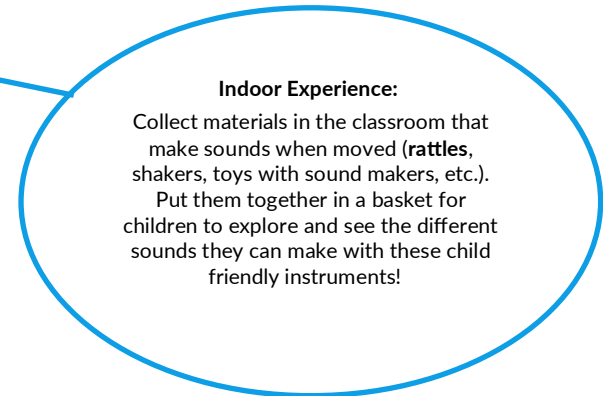
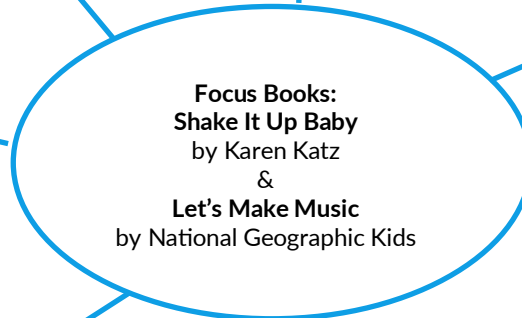
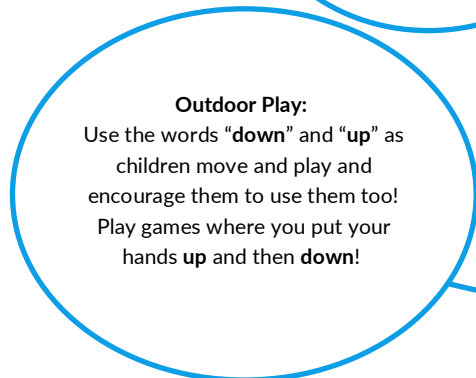
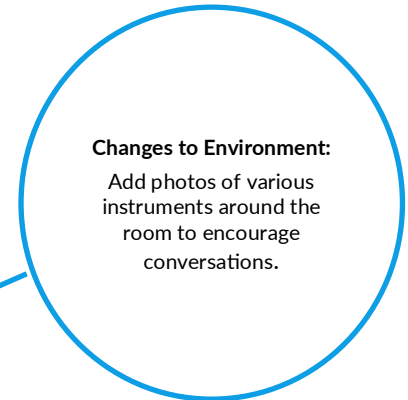
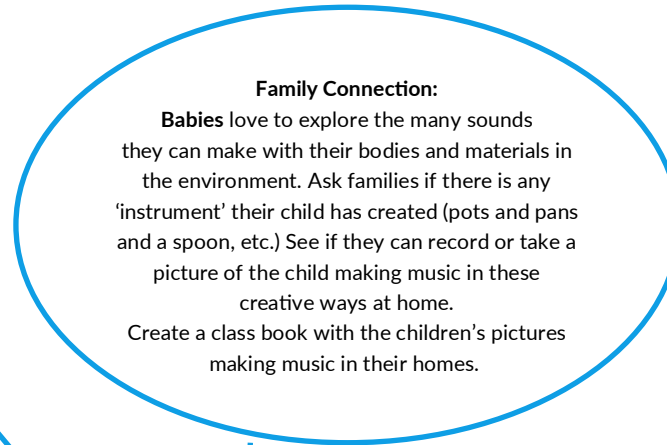
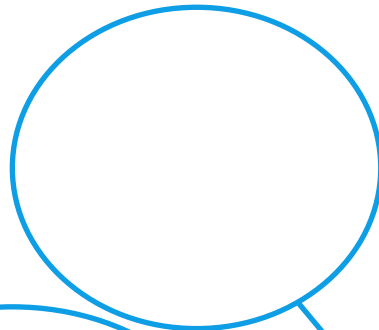
Planning for Connections Across the Day Using an Anchor Book

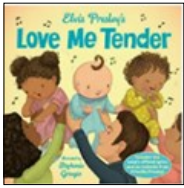
Class: Infant/Young Toddler

Theme: _____

Week of: _____

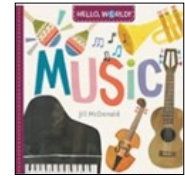
Be creative! Create your own connected activities





Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words:

Music/*música* (moo-see-kah)

Together/*juntos* (hoon-tohs)

Love/*amor* (ah-mohr)

Family/*familia* (fah-mee-lyah)

Feelings/*sentimientos* (sehn-tee-me-N-tohs)

Instrument/*instrumento* (eens-troo-mehn-toh)

Different/*diferente* (dee-feh-rehn-teh)

High/*alto* (ahl-toh)

Low/*bajo* (bah-hoh)

What changes will you make to the environment?

Add photos low on the classroom walls of different instruments to promote conversations.

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Family Connection:

Ask families to send in a song that they sing to their baby or one that they love to listen to together. Make a playlist for the classroom either with the recordings of the songs that families make and share OR with other recordings of those songs with different instrumentation. Play throughout the day and talk about how music can help us feel and be together with people we love and who love us!

Morning Meeting:

Bring in different instruments and introduce them to the children.

Music and Movement:

Have a variety of child-friendly instruments for children to play with. As they explore them and make music with them, narrate what they are doing with the variety of different instruments (I.e. you are banging on that big drum. It is making a loud sound!; that xylophone makes a high pitch when you hit the smallest bar!)

Focus Books:
Love Me Tender
 by Elvis Presley
 &
Hello, World! Music!
 by Jill McDonald

Social/Emotional:

Invite children to come to the display in the classroom of their family and people who love them and who they love. Invite them to sing a song to the pictures of the people that they love or play a concert for the pictures! Then, invite them to do it again when the family members come to pick them up!

Music and Movement:

Have a class dance party to move to different types of music. Encourage children to see themselves reflected in the mirror and narrate how children move and the music that they are making with their bodies!

Circle Time/ Throughout the Week:

Listen to different types of music and talk about what you hear, what instruments they might be playing, and how the music makes you feel and want to move.

Infant/Young Toddler Curriculum Support

INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?

ART: WHY DO WE MAKE ART? HOW CAN ART HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?

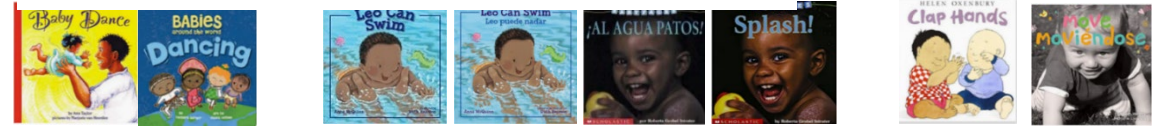
HOW CAN WE USE ART TO CHANGE THE WORLD?

MOVEMENT: WHY DO WE MOVE? HOW DO WE MOVE? HOW DOES MOVING AND CARING FOR OUR BODIES HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS? HOW CAN WE USE MOVEMENT TO CHANGE THE WORLD?

Art Connections to Themes: Art, STEAM, Be a Maker



Movement Connections to Themes: Exercise, Health, Sports



Supports for Infant/Young Toddlers

Use child directed speech, touch, and a joyful, nurturing voice.

Read the Child: Stay tuned in to children's interests throughout the read.

Connect to children's life experiences while reading.

Model book handling skills without interrupting the flow of the story. "Let's turn the page and see what happens next."

After reading-encourage children to point to pictures or use key vocabulary to name pictures.

Ask questions and model answers.

Honor and respond to all attempts to communicate, in any language!

Supports for Dual Language Learners

Before Read Alouds



- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.


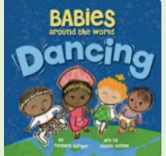
During Read Alouds

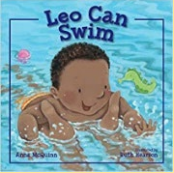

- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- First, read the book in the child's first language, then introduce the book in English individually or in a tiny group.



After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
 - Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning):
Art: arte (*R-tay*) Move: mover (*moo-vair*)
- Books available in Spanish: *Mix it Up*, *Splash!* and *Move* (bilingual version)

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 1 words for infant/young toddlers.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement Make sure summarizing statement connects to the introductory statement.
 <p>Mix it Up By Hervé Tullet (English+Spanish)</p>	<p>Shake/sacudir (<i>sah-koo-deer</i>) Touch/tocar (<i>toh-kahr</i>) Gently/suavemente (<i>swah-beh-mehn-teh</i>) Hard/duro (<i>doo-roh</i>) Together/juntos (<i>hoon-tohs</i>) Mix/mezclar (<i>mehs-klahr</i>)</p> <p>PAT- Tap/golpear (<i>gohl-peh-ahr</i>)</p>	<p>Saco las manitas: Spanish song Saco mis manitas Las pongo a bailar Las abro las cierro Y las vuelvo a guardar</p> <p>(meaning of song: I take my hands and make them dance! I open, and I close them! And, then I put them back!)</p>	<p>This book is called <i>Mix it Up</i> and I can see many colors here. I see red like your shoes and blue like your jacket. And, I see the colors are mixing up; let's read together and see what colors we will find.</p>	<p>What beautiful colors we see in this book, and I bet you if we put all these colors together, we will see more colors! (showing visuals to focus on the colors and making connections with the colors children have close to them).</p>
 <p>See, Touch, Feel By Roger Priddy</p>	<p>Mix/mezclar (<i>mehs-klahr</i>) Soft/suave (<i>swah-beh</i>) Happy/feliz (<i>feh-lees</i>) Smooth/liso (<i>lee-soh</i>) Touch/tocar (<i>toh-kahr</i>) Small/pequeño (<i>peh-keh-nyoh</i>)</p>	<p>Ask the children to look at my hands and the noises and movements I can make with them. Can you try it too?</p>	<p>In this book I see two hands like my hands and your hands, and I can see many colors on them. We can do many things with our hands! Let's read together and see what else we can do with our hands.</p>	<p>We see that we can do many things with our hands, like hugging, kissing, painting, dancing, clapping and so many more amazing things!</p>

<p><u>Anchor Books</u></p>	<p><u>Key Vocabulary- English + Spanish</u> Focus on tier 1 words for infant/young toddlers.</p>	<p><u>Tune-In Examples</u> How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p><u>Introduce</u> Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p><u>Summarizing Statement</u> Make sure summarizing statement connects to the introductory statement.</p>
 <p>Baby Dance by Anne Taylor</p>	<p>Up/arriba (<i>ah-ree-bah</i>) Down/abajo (<i>ah-bah-hoh</i>) Round/redondo (<i>rreh-dohn-doh</i>) Dance/bailar (<i>bay-lahr</i>) Move/mover (<i>moh-behr</i>) Sing/cantar (<i>kahn-tahr</i>)</p>	<p>Let's dance and move our body Hands up Hands down</p> <p>Shake all your body Shake, shake, and shake</p>	<p>In this book I see the baby and the daddy dancing, they are smiling, and they seem happy. Let's read and see why they are dancing.</p>	<p>What a beautiful story! We can dance and move like daddy and the baby girl. We can move our body, feel happy, and smile too.</p>
 <p>Babies around the World: Dancing by Tamara Barker</p>	<p>Dance/bailar (<i>bay-lahr</i>) Around /alrededor (<i>ahl-reh-deh-dohr</i>) Together/juntos (<i>hoon-tohs</i>) Hop/brincar (<i>breeng-kahr</i>) Stomp/pisar fuerte (<i>pee-sahr fwehr-the</i>)</p>	<p>I like to move it move it I like to move it move it song</p> <p>Or</p> <p>Dancing Together (tune of Hokey Pokey) You put your hands up You put your hands down You put your hands up And you turn yourself around We sing and dance together And we stomp our feet on the ground That's what it's all about!</p>	<p>In this book I see children dancing and having fun together. Let's read and see what kinds of different dances these children enjoy!</p>	<p>I love this story about babies around the world dancing! We can see how babies from different parts of the world, with different music and instruments, love to move!</p>

<p>Anchor Books</p>	<p>Key Vocabulary- English + Spanish Focus on tier 1 words for infant/young toddlers.</p>	<p>Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p>Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p>Summarizing Statement Make sure summarizing statement connects to the introductory statement.</p>
 <p>Leo can swim by Anna McQuinn</p>	<p>Swim/nadar (<i>nah-dahr</i>) Splash/salpicar (<i>sahl-pee-kahr</i>) Slide/deslizarse (<i>dehs-lee-sahr-seh</i>) Hold/sostener (<i>sohs-teh-neh</i>) Kick/patear (<i>pah-teh-ahr</i>)</p>	<p>Swim and splash all around The water makes a wonderful sound</p> <p>Slide, kick, bubble, splish Moving in the water I swim like a fish!</p> <p>Swimming in the water, me and you It's one of my favorite things to do!</p> <p><i>(to the tune of Twinkle, Twinkle Little Star)</i></p>	<p>This is a story called <i>Leo Can Swim</i>. I see Leo here in the water. I wonder how he moves in the water and how he feels about moving in the water. Let's read and find out!</p>	<p>We just read about all the ways that Leo moved, swam, and played in the water. Let's look back and see.</p>
 <p>Splash! by Roberta Grobel Intrater</p>	<p>Bath/bañera (<i>bah-nyeh-rah</i>) Bubble/burbujas (<i>boor-boo-hah</i>) Water/agua (<i>ah-gwah</i>) Wonderful/maravilloso (<i>mah-rah-bee-yoh-soh</i>) Splash/salpicar (<i>sahl-pee-kahr</i>)</p>	<p>Sing the "I jump in the bathtub" song: https://www.youtube.com/watch?v=WRVsOCh907o</p> <p>I jump in the bathtub! Its time to get all clean. I'll be the cleanest kid you've ever seen! The soap and the bubbles are filling up the tub, so I'll jump in the water and scrub, scrub, scrub...</p> <p>Move and splash in the bathtub They wash my hair and give me a scrub. Bubbles are fun and rainbowy and round And I splash in the tub to make that splashy sound!</p>	<p>This book called <i>Splash!</i> It is all about children playing and doing things with water. Let's read it together and see what these children did with the water and how we think they feel about the water from looking at their photographs!</p>	<p>We read <i>Splash!</i> and saw children playing and doing things with water. Let's look back together and see what they did with the water.</p>

<p><u>Anchor Books</u></p>	<p><u>Key Vocabulary- English + Spanish</u> Focus on tier 1 words for infant/young toddlers.</p>	<p><u>Tune-In Examples</u> How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p><u>Introduce</u> Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p><u>Summarizing Statement</u> Make sure summarizing statement connects to the introductory statement.</p>
 <p><i>Clap Hands</i> by Helen Oxenbury</p>	<p>Move/mover (<i>moh-behr</i>) Dance/bailar (<i>bay-lahr</i>) Clap/aplaudir (<i>ah-plow-deer</i>) Spin/girar (<i>hee-rahr</i>) Wave/agitar (<i>ah-hee-tahr</i>)</p>	<p>Move move – here we go. Moving on the ground... Dancing here, and clapping there Wave and spin around. (To the tune of Row Row Row your boat)</p>	<p>This is a story called <i>Clap Hands</i>. I see two babies moving and looking at the amazing ways they move their bodies. I wonder how they move and how moving makes them feel. Let's read and find out!</p>	<p>We just read about so many ways babies move. Let's look back and see how they moved and how they felt about moving.</p>
 <p><i>Move/Moviendose</i> by Elizabeth Verdick & Marjorie Lisovskis</p>	<p>Move/mover (<i>moh-behr</i>) Push/empujar (<i>ehm-poo-hahr</i>) Scoot/correr rápidamente (<i>koh-rehr rah-pee-dah-mehn-teh</i>) Climb/escalar (<i>ehs-kah-lahr</i>) Bounce/rebotar (<i>reh-boh-tahr</i>)</p>	<p>I like to move it move it I like to move it move it I like to move it move it I like to.... Move it</p> <p>I like to push it push it I like to climb it -climb it I like to bounce and bounce it I like to--- move it! (from Reel 2 Reel and Madagascar)</p>	<p>This book called <i>Move!</i> It is all about many ways that babies move- just like you! Let's read it together and see how these babies moved and how they feel about all of their moving!</p>	<p>We read <i>Move!</i> and saw babies moving in so many different ways! Let's look back together and see how they moved!</p>



Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Focus Words:

Shake/**sacudir** (*sah-koo-deer*)

Touch/**tocar** (*toh-kahr*)

Gently/**suavemente** (*swah-beh-mehn-teh*)

Hard/**duro** (*doo-roh*)

Together/**juntos** (*hoon-tohs*)

Mix/**mezclar** (*mehs-klahr*)

PAT-Tap/**golpear** (*gohl-peh-ahr*)

Soft/**suave** (*swah-beh*)

Happy/**feliz** (*feh-lees*)

Smooth/**liso** (*lee-soh*)

Small/**pequeño** (*peh-keh-nyoh*)

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (*R-tay*)
-

Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Be creative! Create your own connected activities

Family Connection:

Send home a piece of paper and encourage family to paint together.

Families: Be creative. Paint something specific or paint freely. Talk with each other about what you are doing. How is the moment special for you?

Send the artwork back so that teachers can hang in on their *Mix it Up* art wall.

Art:

Put out paper plates with assorted colors, invite children to use their hands to **touch** and **mix** the colors **together**. How does the paint feel on your hand and fingers? Does the paint feel **smooth** and **wet**?

Art:

Place paper on the ground and add drops of paint on it. Invite children to use their hands to **mix** the colors. Add a different color paint to the paper. Point out how the colors **mix** together as children move through it with their fingers.

Focus Book Mix it Up by Hervé Tullet & See, Touch, Feel by Roger Priddy

Sensory:

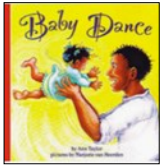
Add different color paint to sturdy Ziploc bags (you can include other elements to each bag to create texture), secure the bags so that children can explore it safely. Guide the children to **pat**, **touch**, and squish the bags. Talk about the colors and how children feel as they explore.

Outdoor:

Place an easel and small dipping paint containers outdoors and provide children with small paintbrushes or non-traditional items to paint with. What happens when the paint **mixes**?

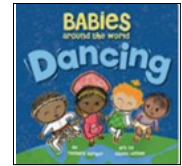
Discovery Bin:

Place **soft**, **smooth**, hard, and other types of textured object in a bin. What will the children discover when they explore the bin? Talk about what they see, **touch**, and feel.



Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Focus Words:

Up/**arriba** (ah-ree-bah)

Down/**abajo** (ah-bah-hoh)

Round/**redondo** (reh-dohn-doh)

Dance/**bailar** (bay-lahr)

Move/**mover** (moh-behr)

Sing/**cantar** (kahn-tahr)

Around /**alrededor** (ahl-reh-deh-dohr)

Together/**juntos** (hoon-tohs)

Hop/**brincar** (breeng-kahr)

Stomp/**pisar fuerte** (pee-sahr fwehr-the)

What changes will you make to the environment?

- Add books about songs, dance, and music to your library.
- Include scarves and ribbons as part of your teacher resource and create opportunities to include it when you sing and dance with the children.
- Add display pictures of families dancing together

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
-

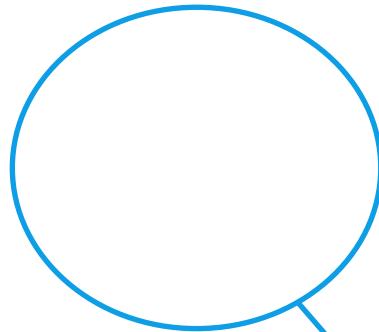
Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Be creative! Create your own connected activities



Family Connection:

Plan a set time for you and your family to **dance** together. Each person can even take turns to select the music. When you are moving together, think about how it feels to spend time with each other doing something you enjoy.

Social/Instrument Hunt:

Create a set of cards with a picture of a musical instrument on each. Place the different instruments around the class before you begin the activity. Choose a card and with the children search the classroom to find it. Talk about the different places where it could be. Celebrate with a **dance**, **song**, a **hop**, or **stomp** when you find it!

Transitions/Rituals/Routines:

Think about ways you can infuse music and **dance** in your day. During clean up, play a clean up song. Sing and **dance** with the children as you put materials away. While washing hands, sing a catchy tune. Diaper changing is an opportune time to sing and help infants make different movements with their bodies. While transitioning from outside, we can encourage children to **stomp** from the playground to the door.

Focus Book

Baby Dance
by Anne Taylor and
*Babies Around the World:
Dancing* by Tamara Barker

Our World- Music:

Play music from different cultures during planned music time or naptime. During planned music time, play different genre of music and music from across the globe. **Dance** together with the children. Play music with different tempo. **Hop**, **stomp**, and perform other movements as you dance.

Social/Music/Movement:

Lay infant on their back and while the music is playing, gently move their arms and leg to the music. Sing to the baby as you sing along with the music.



Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Focus Words:

Swim/nadar (*nah-dahr*)

Splash/salpicar (*sahl-pee-kahr*)

Slide/deslizarse (*dehs-lee-sahr-seh*)

Hold/sostener (*sohs-teh-nehr*)

Kick/patear (*pah-teh-ahr*)

Bath/bañera (*bah-nyeh-rah*)

Bubble/burbujas (*boor-boo-hah*)

Water/agua (*ah-gwah*)

Wonderful/maravilloso (*mah-rah-bee-yoh-soh*)

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddlers Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

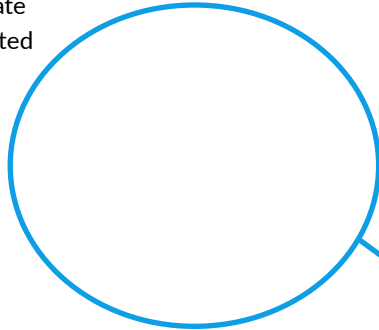
Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddlers

Theme: _____

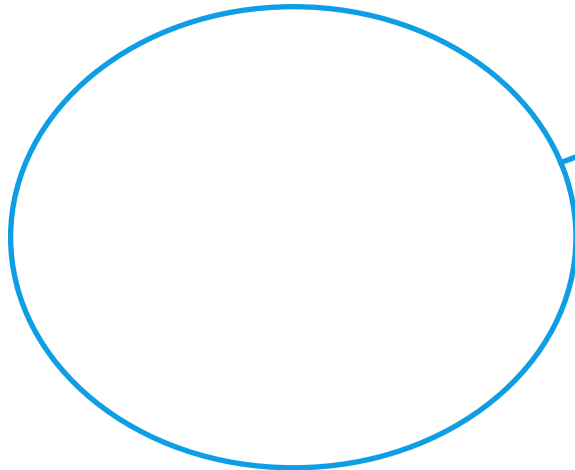
Week of: _____

Be creative! Create your own connected activities



Family Connections:
Plan a trip to the beach, pool, or splash pad or, pretend in your tub at home. Enjoy spending time together talking, **swimming**, **kicking**, blowing **bubbles**, and **splashing** around. Get some ideas for how to use rich language as you engage with your child during bath time by watching a mom giving her young toddler a bath and how she uses language in [this video](#). Share with us the wonderful time you spent together.

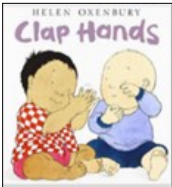
Transitions/Rituals/Routines:
Notice the ways that children are moving their bodies, **kicking**, stretching, **sliding**, holding things. Tune in and engage with your tiny conversational partners about what they are doing and how they are moving their bodies! Tell them how wonderful they are!



Focus Book
Leo Can Swim
by Anna McQuinn
&
Splash
by Roberta Grobel Intrater

Sensory/Water Play:
Pour a small amount of water in a shallow container such as a sheet pan and add a few objects for child to hold, explore, and **splash** with careful supervision. Engage with the child throughout their exploration and play. (Alternative: fill a small bowl/bin with some water and place baby's feet in the bowl as you gently hold on to him. How does the water feel as you **kick** and **splash** with your feet?)

Hand Washing
During hand washing notice and point out to children how the water **splashes** and the soap **bubbles**.



Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Focus Words:

Move/**mover** (moh-behr)

Dance/**bailar** (bay-lahr)

Clap/**aplaudir** (ah-plow-deer)

Spin/**girar** (hee-rah)

Wave/**agitar** (ah-hee-tahr)

Push/**empujar** (ehm-poo-hahr)

Scoot/**correr rápidamente** (koh-rehr rah-pee-dah-mehn-teh)

Climb/**escalar** (ehs-kah-lahr)

Bounce/**rebotar** (reh-boh-tahr)

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
-

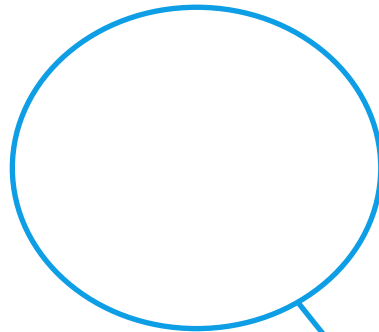
Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Planning for Connections Across the Day Using an Anchor Book

Class: Infant/Young Toddler Theme: _____ Week of: _____

Be creative! Create your own connected activities



Family Connection:

Dance, sing, spin, and clap with your family at home. Have a family **dance** party or **sing** along to music in the car. Talk about your favorite songs and **dance** moves with each other. Have lots of fun as you **move** and groove together.

Movement/Tummy Time:

During tummy time, place different objects in front of the babies encouraging them to **move** their head and hands as they reach for the items placed in front of them. Push the items closer or **move** them farther away as needed.

Morning Transition:

Invite children to **wave** hello or goodbye during morning transitions. **Wave** to greet your friends and teachers and **wave** goodbye to your family member as they leave for the day.

Focus Book
Clap Hands
by Helen Oxenbury
&
Move/Moviendose
by Elizabeth Verdick and
Marjorie Lisovskis

Music:

Clap, sing, and dance with the children as you listen to music, sing, or recite poems and rhymes with them. Try an activity such as Pat-a-cake or peek-a-boob to encourage children to **move** their bodies! Enjoy singing and **moving** to the song "[Clap Your Hands](#)" by Wee Sing kids!

Outdoor:

Place a blanket on the ground and include things for children to **push, move** or **scoot** towards. For toddlers, support them as they climb the play structures on the playground.

LITERACY AND JUSTICE FOR ALL

Curriculum for Older Toddlers



Older Toddler Curriculum Support

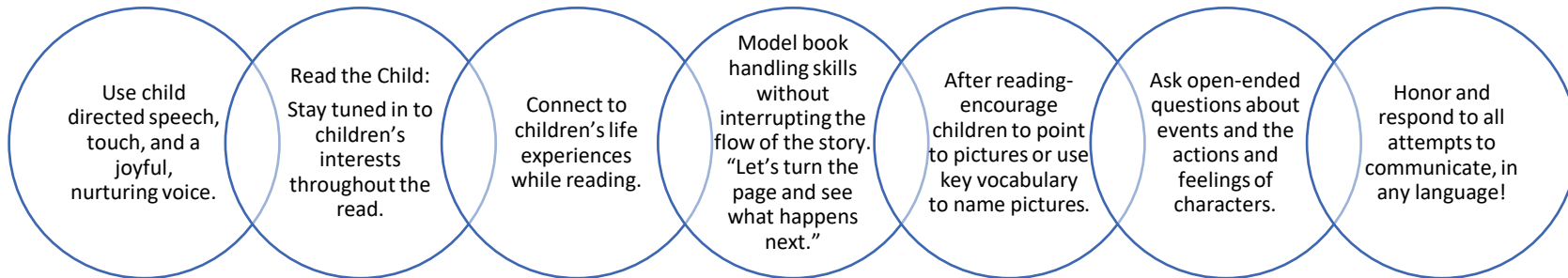
MAY INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?
 WHY DO WE MAKE MUSIC? HOW CAN MUSIC HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?

Theme Connections: Music, Family, Community, Gratitude



Supports for Older Toddlers



Supports for Dual Language Learners

Before Read Alouds

- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.


During Read Alouds



- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.


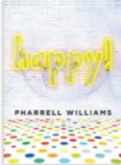
After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
 - Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning):
 Music: música (*MEW-see-kah*)
- Salsa Lullaby is a culturally relevant and preserving text that features a Latina family and uses some words in Spanish.

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>Jazz Baby by Lisa Wheeler</p>	<p>Rhythm/ ritmo (<i>reet-moh</i>): having a beat that you can move/snap/clap/sing/play/dance to/ <i>repetición de sonidos que marcamos con las palmas, cantando y bailando</i></p> <p>Rhyme/rima (<i>ree-mah</i>): words that/ sound the same at the end/<i>palabras que terminan con el mismo sonido</i></p> <p>Beat/sonido (<i>soh-nee-doh</i>): the way music moves along and helps us clap, sing, play together/ <i>la forma en que la música nos ayuda a aplaudir, cantar y bailar</i></p> <p>Inspire/inspirar (<i>een-spee-rah</i>): to make us feel or want to do something/ <i>algo que nos hace sentir o querer hacer algo</i></p> <p>PAT: Scat, Soft-shoe, Swing</p> <p>Jazz/Jazz (<i>jahz</i>): music where different people and instruments follow, lead, and play together in a way that makes us feel and connects us/ <i>tipo de música en que diferentes personas tocan varios instrumentos juntos que nos hace sentir más cerca</i></p>	Play some jazz music for children to move to. Notice the sounds they make and their dancing moves.	We are going to read a book called <i>Jazz Baby</i> . I see a lot of people around the baby who look like they are singing, dancing, and moving to music. Let's read and see what they do together and with the baby!	We just read <i>Jazz Baby</i> about a baby and their family making music together! Why did they make music? How did the music inspire them and help them to be connected to each other?
 <p>We Are Music by Brandon Sosuy</p>	<p>Musician/músico (<i>MOO-see-koh</i>): a person who makes music/ <i>la persona que hace música</i></p> <p>Instruments/instrumentos (<i>een-stroo-mehn-tohs</i>): a thing we can play to make a special sound/ <i>un objeto que podemos tocar para hacer o crear sonidos especiales</i></p> <p>Voice/voz (<i>bohs</i>): sounds that come out of our mouth/ <i>sonido que hacemos con nuestra boca</i></p> <p>Inspire/inspirar (<i>een-spee-rah</i>): to make us feel or want to do something/ <i>algo que nos hace sentir o querer hacer algo</i></p> <p>Connect/connectar (<i>koh-nehk-tahr</i>): to bring people together/ <i>unir a las personas</i></p> <p>PAT: Clapping, Tapping, Drums, Flutes, Conductor, Score</p> <p>Genres/géneros (<i>heh-neh-roh</i>): different types of music/ <i>diferentes tipos de música</i></p> <p>Lyrics/letra (<i>leh-trah</i>): words of a song/<i>las palabras de una canción</i></p> <p>Singing/cantar (<i>kahn-tahr</i>): using our voices to make a song/ <i>usar la voz para para hacer canciones</i></p>	Play a genre of music that is not always what you listen to in the classroom. Check out https://www.putumayo.com/ for many options of world music playlists for children that are sure to inspire and uplift you all.	We are going to read a book called <i>We are Music!</i> I see people making music with different instruments. Let's read and learn more about why and how people make music!	We just read <i>We Are Music</i> about so many different instruments, and styles/genres of music that people make and enjoy! How did the people make music? How does the music inspire and connect people?

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>Singing in the Rain by Tim Hopgood</p>	<p>Glorious/glorioso (gloh-ee-yoh-soh): amazing, beautiful, wonderful/<i>asombroso, maravilloso, hermoso</i></p> <p>Inspire/inspirar (een-spee-rahr): to make us feel or want to do something/<i>algo que nos hace sentir o querer hacer algo</i></p> <p>Enjoy/disfrutar (dis-frew-tar): to like, to have a good time doing/<i>cuando algo te gusta, pasar un buen rato haciendo algo</i></p> <p>PAT Lane/carril (kah-reel): path or road/<i>el camino</i> Chase/perseguir (pehr-seh-geer): to follow something and make it move away/<i>seguir algo y hacerlo mover</i> Refrain/abtenerse (es-tre-be-yo): to stop from doing something/<i>no hacer algo</i></p>	<p>Bring in an umbrella or rain hat- play or sing Singing in the rain as you come to the carpet or prepare to read.</p>	<p>Friends- we know sometimes it is raining and we get a little wet when we go outside. This book is about a great thing to do on rainy days to help us have fun and enjoy the rain. It is called "Singing in the Rain!" Let's read this book together and see why we might try singing in the rain.</p>	<p>We just read that singing is a great thing to do on rainy days to help us have fun and enjoy the day. How did singing in the rain help people feel more connected to the world? How did singing in the rain inspire them to see the beauty of nature and in life? Let's look back and talk about it together.</p>
 <p>Let's Make Music! By National Geographic Kids</p>	<p>Instrument/instrumento (eens-troo-mehn-toh) : something that makes sounds/<i>algo que hace sonido</i></p> <p>Sounds/sonidos (soh-nee-doh) : a noise/<i>el ruido</i></p> <p>Connected/conectado (koh-nehk-tah-doh): to bring together/<i>reunir</i></p> <p>Joyful/alegre (ah-leh-grey) : to feel very happy/<i>sentirse muy feliz</i></p> <p>PAT Maracas, Ukulele, Trumpet, Xylophone, Drum, Strings Pluck, Shake, Blow, Tap</p>	<p>Bring 2-3 instruments out that are played differently. Get them out and show them to children- sharing that there are a variety of instruments that you have in the classroom and that they play with that make different sounds.</p>	<p>We are going to read a book called Let's Make Music! I see two children making music with different instruments. Let's read and learn more about why and how people make music!</p>	<p>We just read <i>Let's Make Music</i> about so many different instruments people use to make and enjoy music! How did the children in this book use their creativity and their instruments to make music? Why do you think they liked to make music? Let's look back at the book and talk about it together!</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>Salsa Lullaby by Jen Arena</p>	<p>Excited/emocionado (<i>eh-moh-see-yoh-nah-doh</i>): very happy and full of energy/<i>muy feliz y lleno de energía</i></p> <p>Relaxed/relajado (<i>rey-lah-ha-doh</i>): feel easy, loose, and calm/<i>sentirse bien, suelto, en calmado</i></p> <p>Additional words that might be helpful to teachers learning Spanish:</p> <p>Delighted/encantado (<i>en-can-tah-doh</i>): very happy/<i>muy feliz</i></p> <p>Calm/tranquila (<i>tran-key-lah</i>): relaxed/<i>sentirse relajado</i></p> <p>Lullaby/canción de cuna (<i>can-see-on day coo-na</i>): a slow, calm song that helps you relax and go to sleep/<i>una canción que ayuda a calmar y dormir a los bebés</i></p> <p>Prepare/preparar (<i>preh-pah-rah</i>): to get ready/<i>estar listo</i></p>	<p>Tune in to your toddlers by playing, singing, and dancing to a favorite song before you begin the read. Notice that they seem “excited” and happy as they dance and sing. As you sit down, invite them to “relax” and feel “calm” by taking a deep breath with you as you settle in to read the book.</p>	<p>Music, singing, and dancing makes me so happy. I could tell by your dancing that this music and dancing made you all happy too! Music can also make me feel calm, or quiet. Or even relaxed – just easy and quiet and relaxed. The name of our story is <i>Salsa Lullaby</i>. It is a story about a family who loves music. Let’s read and find out what music did to help this family have fun, and then become calm, or quiet, and go to sleep.</p>	<p>We just read about a family and their night time Salsa Lullaby. They were so excited or so happy and full of energy, as they sang, danced, jumped, and then relaxed and were calm and joyful together. Let’s look back and see what the music inspired them to do and feel across this book.</p> <p>How did the family get help their baby sleep?</p>
 <p>Welcome Song for Baby by Richard Van Camp</p>	<p>Welcome/bienvenido (<i>be-en-beh-nee-doh</i>): we are so glad you are here/<i>estar muy contento porque estas aquí</i></p> <p>Precious/precioso (<i>preh-see-yoh-soh</i>): very loved/ <i>algo que queremos mucho</i></p> <p>Together/juntos (<i>hoon-tohs</i>): everyone in the same place/<i>todos en el mismo lugar</i></p> <p>Chant/Lullaby</p> <p>Additional Spanish words and pronunciations for teachers developing their Spanish:</p> <p>Complete/completo (<i>com-pleh-toh</i>)</p> <p>Change/transformar (<i>trans-for-mar</i>)</p>	<p>Sing this: Welcome, precious (child’s name). We love you, yes it’s true! We love to be together. We’re more complete here now with you.</p>	<p>This book, Welcome Song for Baby, is a lullaby, a song that helps babies and children fall asleep remembering how loved they are. You are so loved too! Let’s read this book and think about how loved and wonderful you are!</p>	<p>Say “We just read this book celebrating how precious and loved you are! The world is more complete with you in it! What are some things that you notice about the children and families in this book? How can you tell that they are loved? Who loves YOU?</p> <p>Let’s look back and see how these families celebrated the children in this book.</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>What a Wonderful World! by Tim Hopgood</p>	<p>Wonderful/maravilloso (<i>mar-ah-vee-yoh-so</i>): so great and exciting/ algo muy bueno y emocionante</p> <p>World/mundo (<i>moon-doh</i>): this planet where we live/el planeta donde vivimos</p> <p>Inspire/inspirar (<i>een-spee-rah</i>): to make us feel or want to do something/hacer o sentir que queremos hacer algo</p> <p>Additional support words for teachers learning Spanish</p> <p>Community/comunidad (<i>coh-moon-ee-dahd</i>)</p> <p>Lyrics/letra (<i>leh-trah</i>): words of a song/las palabras de una canción</p>	<p>I see you. You see me. This is a wonderful place to be. I love to play and read with you I Know you love to do so too. (To the tune – Barney's "I love You")</p> <p>Link to this tune: https://www.youtube.com/watch?v=LK3C9lytrLI</p>	<p>Our book is called "What a Wonderful World" It is a book with lyrics or words from a song about how amazing, wonderful – great and exciting- our world is. Our world is so wonderful that it makes you want to sing about it! Let's look together at this book and listen to this song that was inspired by our wonderful world!</p>	<p>Say "We just read about our wonderful world. Let's look back and think about some of the bright and colorful things we see and do when we are outside. How do you think the little boy feels seeing all these wonderful things in the world?" Respond to children's answers by promoting language (honor all attempts to communicate, in any language).</p>
 <p>Happy by Pharrell Williams</p>	<p>Happiness/Felicidad (<i>feh-lee-see-dahd</i>): feeling happy/ sentirse muy feliz</p> <p>Spread/extender (<i>ehk-stehn-dair</i>): to move something around to other places or people/mover algo a otro lugar</p> <p>Inspire/inspirar (<i>een-spee-rah</i>): to make us feel or want to do something/ algo que nos hace sentir o querer hacer algo</p> <p>PAT-</p> <p>Share/compartir (<i>kohm-pahr-teer</i>)</p> <p>Smile/sonreir (<i>sohn-rey-ear</i>)</p> <p>Lyrics/liricas (<i>lee-ree-kahs</i>): words of a song/las palabras de una canción</p>	<p>Dance to the song "Happy" by Pharrell Williams.</p> <p>or</p> <p>Ask children about one thing that makes them happy... share with them that MUSIC makes you feel so many things and this book is also a song that spreads so much happiness!</p>	<p>This book is so filled with joy that even its name makes me smile. This book is called "Happy" and is written by the singer who wrote this song using his lyrics, or the words of his song! This book is filled with pictures of children who are happy. Let's check out this book and see what the person who wrote and sang this song felt and thought about and how music can bring us happiness!</p>	<p>Say "We just read the book "Happy!" Let's look back and think about some of the ways that music helped. How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?"</p>

Additional books: *Brilliant Baby Plays Music; Hello, World! Music; Music* (multilingual)



Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words:

Jazz Baby

Rhythm/ ritmo (*reet-moh*): having a beat that you can move/snap/clap/sing/play/dance to/ *repetición de sonidos que marcamos con las palmas, cantando y bailando*

Rhyme/ rima (*ree-mah*): words that/ sound the same at the end/ *palabras que terminan con el mismo sonido*

Beat/sonido (*soh-nee-doh*): the way music moves along and helps us clap, sing, play together/ *la forma en que la música nos ayuda a aplaudir, cantar y bailar*

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/ *algo que nos hace sentir o querer hacer algo*

We are Music

Musician/músico (*MOO-see-koh*): a person who makes music/ *la persona que hace música*

Instruments/instrumentos (*een-stroo-mehn-tohs*): a thing we can play to make a special sound/ *un objeto que podemos tocar para hacer o crear sonidos especiales*

Voice/voz (*bohs*): sounds that come out of our mouth/ *sonido que hacemos con nuestra boca*

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/ *algo que nos hace sentir o querer hacer algo*

Connect/connectar (*koh-nehk-tahr*): to bring people together/ *unir a las personas*

What changes will you make to the environment?

Dramatic Play

Provide babies and blankets/pieces of fabric and encourage the children to sing lullabies to put the babies to sleep.

Community Activity

Have a class musical procession around the building.

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Outdoor Play:

Listen to the music of the world. What sounds do you hear? How can we hear and be inspired by the music of the world? around us?

Family Connection:

Send in the name of a song your family likes to dance to so we can dance to it together as a class. Or, send a video of a song you make together.
If possible, invite family members to visit or zoom or record any instruments they play or enjoy to share with the class.

Morning Meeting:

Play recordings of different instruments and talk about what they sound like. What do they inspire you to do? How do different instruments inspire you to move your body? What animal sound do they remind you of?
Play different genres of music. Talk about and have pictures of those instruments. Together, talk about and share how each different piece of music makes you feel and what thoughts or ideas it inspires.

Music and Movement:

Move to the rhythm of the recordings linked in the tune-in and talk about how people we know made that music and the ways they used these instruments (or their voice) to make the world more beautiful and inspiring.
Instruments- Turn on music and get out a set of classroom instruments. Have children listen to them and move to rhythm of the music, playing their instruments and clapping/dancing to the beat of the song.

Jazz Baby
By Lisa Wheeler
We Are Music
by Brandon Sosuy

Math:

Form a circle using chairs and invite children to sit. Provide each child with a set of rhythm sticks or a container that can be a drum. Tap and count aloud together. You can also say and demonstrate positional words using sticks. Let's move our sticks under the chair, above our heads, etc.

Creative/Engineering:

Think of some ways that you can create instruments with the children. What items would you need to create musical instruments that you can hit, shake, or strum? Make a plan to build 1-2 instruments that you can use in your classroom.

Transitions:

Explore opposites: Sing in high and low voices and play hard and soft on a drum. Move to different genres of music at different times of the day- talk about how different music makes you feel and move differently. Play them during transitions and see how children move during those times. Narrate their movements.

Art/Creative Expression:

What does this music inspire you to paint? Place a butcher-size sheet of paper outdoors or in the classroom and provide children with paintbrushes (or they can use their hands). Play a genre of music and invite them to listen and paint. Display their musical mural.



Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words:

Glorious/glorioso (*gloh-ee-yoh-soh*): amazing, beautiful, wonderful/ *asombroso, maravilloso, hermoso*

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/ *algo que nos hace sentir o querer hacer algo*

Enjoy/disfrutar (*dis-frew-tar*): to like, to have a good time doing/ *cuando algo te gusta, pasar un buen rato haciendo algo*

Instrument/instrumento (*eens-troo-mehn-toh*): something that makes sounds/ *algo que hace sonido*

Sounds/sonidos (*soh-nee-doh*): a noise/ *el ruido*

Connected/conectado (*koh-nehk-tah-doh*): to bring together/ *reunir*

Joyful/alegre (*ah-leh-grey*): to feel very happy/ *sentirse muy feliz*

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

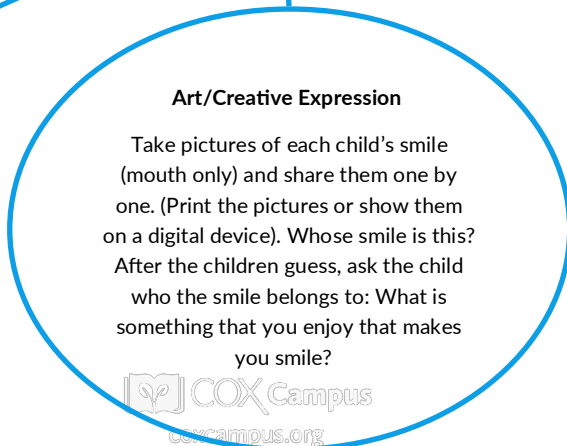
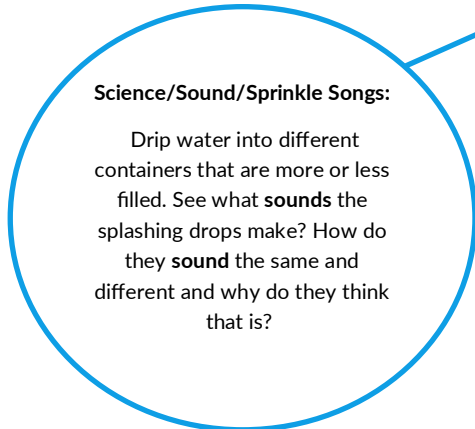
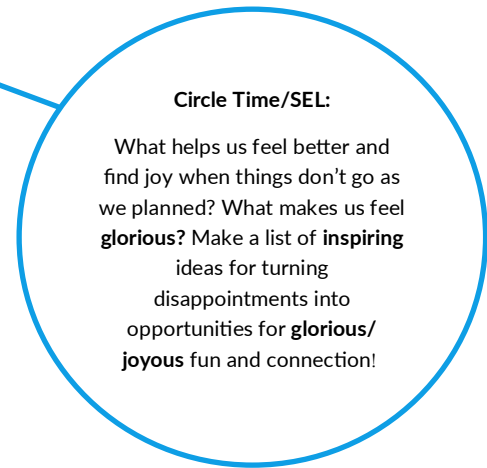
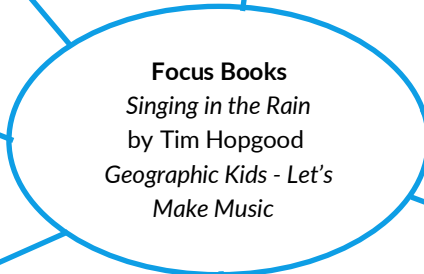
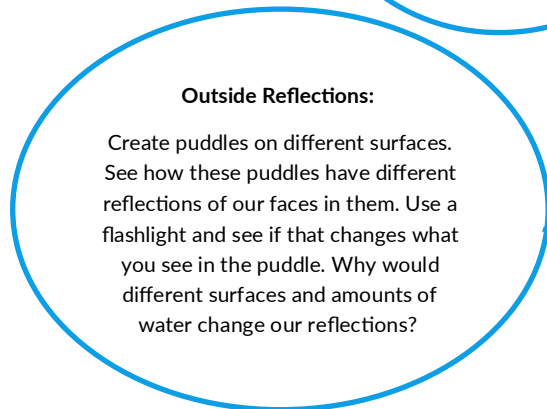
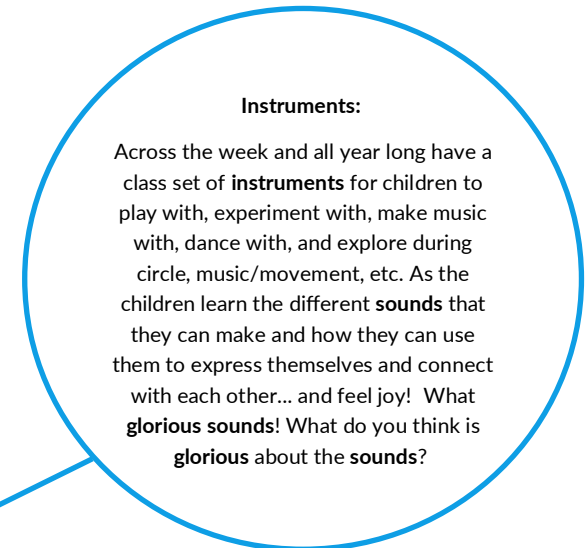
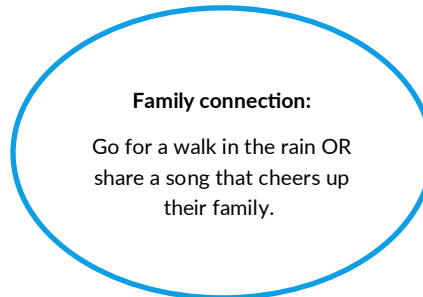
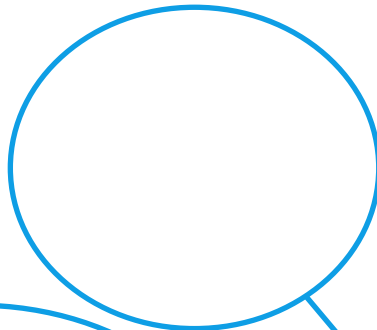
Planning for Connections Across the Day Using an Anchor Book

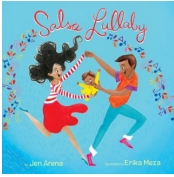
Class: Older Toddlers

Theme: _____

Week of: _____

Be creative! Create your own connected activities





Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____



Inquiry Questions:

What does it mean to be a family? Who is special to me?

How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?

Focus Words:

Excited/emocionado (*eh-moh-see-yoh-nah-doh*): very happy and full of energy/*muy feliz y lleno de energía*

Relaxed/relajado (*rey-lah-ha-doh*): feel easy, loose, and calm/*sentirse bien, suelto, en calmado*

Welcome/bienvenido (*be-en-beh-nee-doh*): we are so glad you are here/*estar muy contento porque estas aquí*

Precious/precioso (*preh-see-yoh-soh*): very loved/*algo que queremos mucho*

Together/juntos (*hooon-tohs*): everyone in the same place/*todos en el mismo lugar*

Additional Spanish words and pronunciations for teachers developing their Spanish:

Delighted/encantado (*en-can-tah-doh*): very happy/*muy feliz*

Calm/tranquila (*tran-key-lah*): relaxed/*sentirse relajado*

Lullaby/canción de cuna (*can-see-on day coo-na*): a slow, calm song that helps you relax and go to sleep/*una canción que ayuda a calmar y dormir a los bebés*

Prepare/preparar (*preh-pah-rahr*): to get ready/*estar listo*

Complete/completo (*com-pleh-toh*)

Change/transformar (*trans-for-mar*)

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

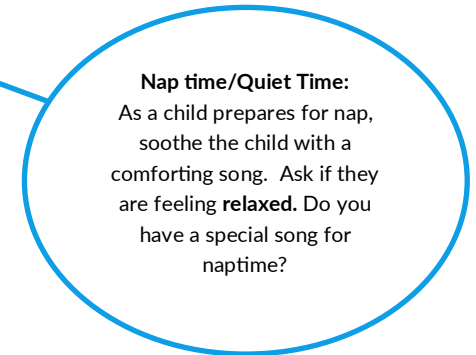
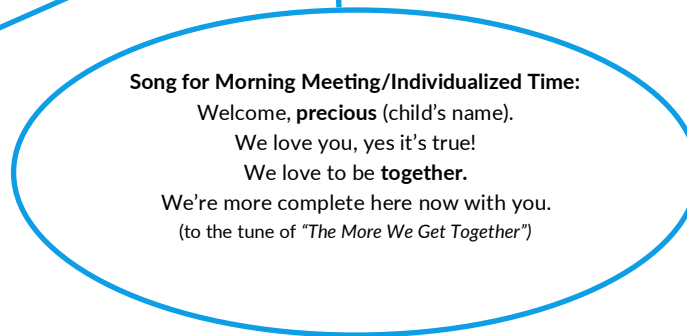
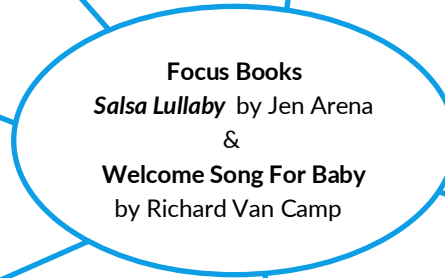
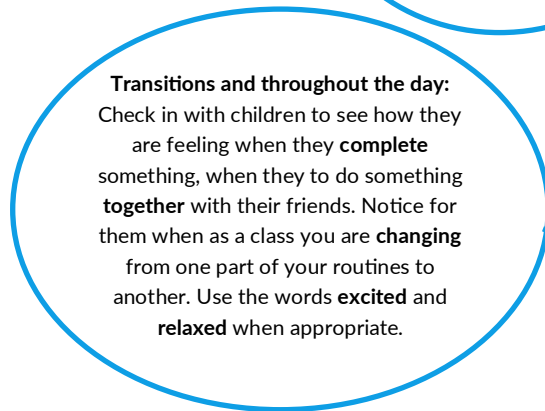
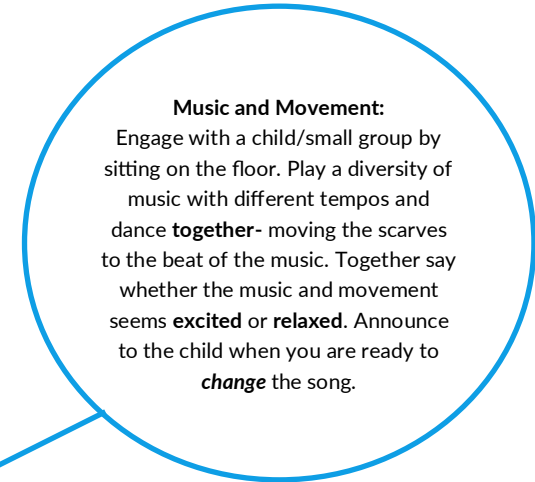
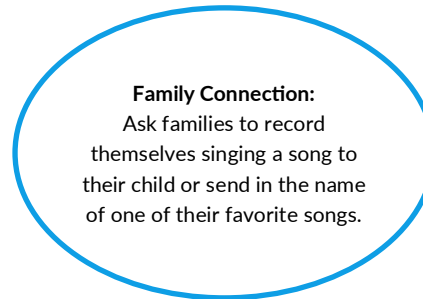
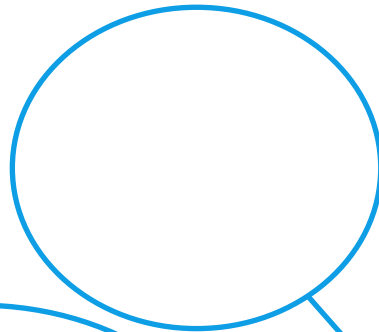
Planning for Connections Across the Day Using an Anchor Book

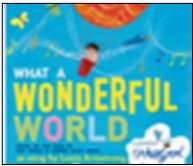
Class: Older Toddlers

Theme: _____

Week of: _____

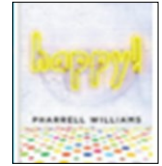
Be creative! Create your own connected activities





Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Focus Words:

Wonderful/maravilloso (*mar-ah-vee-yoh-so*): so great and exciting/ algo muy bueno y emocionante

World/mundo (*moon-doh*): this planet where we live/el planeta donde vivimos

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/hacer o sentir que queremos hacer algo

Community/comunidad (*coh-moon-ee-dahd*)

Happiness/felicidad (*feh-lee-see-dahd*): feeling happy/ sentirse muy feliz

Spread/extender (*ehk-stehn-dair*): to move something around to other places or people/mover algo a otro lugar

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/ algo que nos hace sentir o querer hacer

Lyrics/letra (*leh-trah*): words of a song/las palabras de una canción

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddlers

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Outdoor Play:
Sing about the **wonderful** things that you see in the world. Spend time exploring all the **wonderful** things you see outside.

Snack Time, Meal Time, Art:
Notice when children are **spreading** things around! You could even make a snack together where children **spread** things. As they play, ask them to **spread** out, or **spread** out their toys, etc.

Family/Community Connection:

Think about people in the school or **community** or our families that help us. Think about ways you could **spread** happiness and thank them for being a part of making the world **wonderful**.

Music:
What are ways that sounds and music inspire and help us? Make a playlist with some of your children's families' favorite songs to connect them throughout the day and **inspire** them. Incorporate these songs into your morning routine and transitions.

Focus Book
What a Wonderful World!
by Tim Hopgood
&
Happy
by Pharrell Williams

Circle Time/SEL:
Invite children to share "What in this **wonderful** world makes YOU happy?" Draw or add teacher-found pictures of people and things that make you feel happy. Put the pictures together on a special place on the wall to make a Happiness Board. Visit it to **spread** joy!

Shared Writing:
Using the Happiness board as **inspiration**, write a list titled "Happiness is" where every child contributes their ideas to the shared writing. Then together write a song to celebrate all of the **wonderful** people and world everyone **shared** as part of their happiness. You could use the tune from "What a **Wonderful** world" or "Happy" as **inspiration** for your shared song. Write out the lyrics and record it together. Share it with families along with a picture of the "Happiness Board!"

All Throughout the Week:
Clap along to the awesome songs featured in these books all throughout the day- but especially during circle/ movement/ music time! Talk about how this music **inspires** you, makes you feel happiness, and that music can **spread** so much joy!

Older Toddler Curriculum Support

JUNE INQUIRY QUESTIONS:

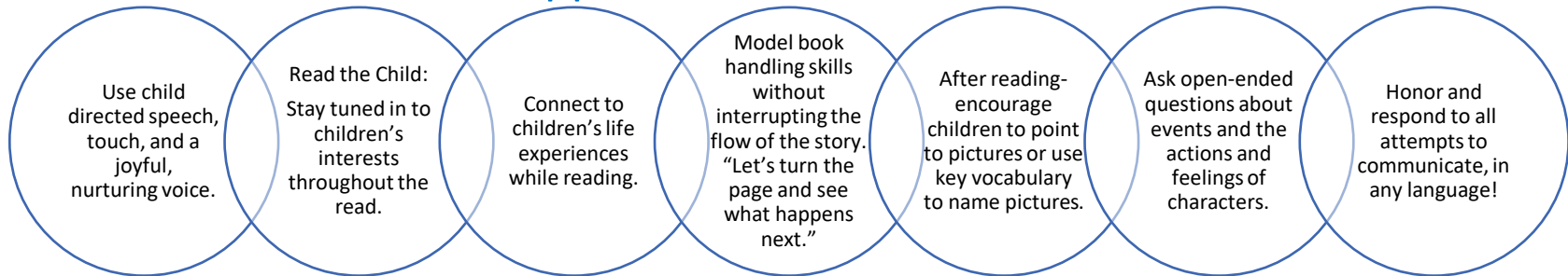
HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?
 WHY DO WE MAKE ART? HOW CAN ART HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?
 HOW CAN WE USE ART TO CHANGE THE WORLD?

Theme Connections: Art, STEAM, Be a Maker



Additional Text

Supports for Older Toddlers



Supports for Dual Language Learners

Before Read Alouds

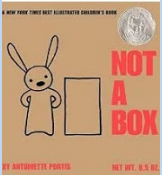

- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.

During Read Alouds

- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.

After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
- Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning):
 Art: arte (*R-tay*)
- Books from this month available in Spanish: *Not a Box*, *Press Here*, *Mix it Up*

<p>Anchor Books</p>	<p>Key Vocabulary- English + Spanish Focus on tier 2 words.</p> <p><i>Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.</i></p>	<p>Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p>Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p>Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.</p>
 <p>Not a box / No es una caja by Antoinette Portis</p>	<p>Imagination/imaginación (<i>ee-mah-hee-nah-see-own</i>): something that you think of/<i>algo en lo que pensamos</i></p> <p>Pretend/pretender (<i>preh-tehn-dehr</i>): act like something else or like a thing is something else/<i>actuar como otra persona u otra cosa</i></p> <p>Transform/transformar (<i>trans-for-mar</i>): to change from one thing to another/<i>cambiar de una cosa a otra</i></p> <p>Additional word- Represent/representar (<i>reh-preh-sehn-tahr</i>): looks or acts like something/<i>lucir o actuar como algo</i></p>	<p>Bring a box to storytime with the book inside. Make a big deal of the special box and open it dramatically to reveal the book!</p>	<p>Let's read this book, <i>Not A Box</i>, about a rabbit who uses his imagination to pretend the box is many different things.</p>	<p>Friends, now that we have read <i>Not A Box</i> together, I'm wondering: How did the box inspire the rabbit to use their imagination?</p>
 <p>Press Here/ Preciosa Aquí by Herve Tullet</p>	<p>Transform/transformar (<i>trans-for-mar</i>): to change from one thing to another/<i>cambiar de una cosa a otra</i></p> <p>Gentle/suave (<i>swah-vay</i>): soft and calm/<i>amable y delicado</i></p> <p>Possibility/posibilidad (<i>poh-see-bee-lee-dahd</i>): something that might happen/<i>algo que puede pasar</i></p> <p>Interesting/interesante (<i>een-ter-reh-sahn-teh</i>): something that makes us want to learn, see, or do more/<i>algo que nos hace querer aprender más o hacer más</i></p> <p>Additional word- Respond/responder (<i>rehs-pohn-dehr</i>): to do something inspired by something/<i>hacer algo inspirado por algo</i></p> <p>PAT: Tilt, Shake. Corner Fabulous/fabuloso (<i>fah-boo-loh-soh</i>): amazing and wonderful/<i>asombroso y maravilloso</i></p>	<p>Press your hand slow! Press your hand fast! Press your hands one more time and give a clap, clap, clap!</p>	<p>Let's read <i>Press Here</i>. In this book, we are going to see the interesting ways things transform, or change. Let's read it together!</p>	<p>Now that we have played with and read <i>Press Here</i> together, let's look back at some of the pages together. How did things transform when we did things to the book? How did it make us feel to read and play with this art?</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>Beautiful Oops by Barney Saltzberg</p>	Existing words: Possibility/posibilidad (<i>pos-ih-bill-ee-dahd</i>) Celebrate/celebrar (<i>cell-ee-brar</i>) Mistake/error (<i>air-roar</i>): something that you didn't mean to happen; you didn't want it to happen / <i>algo que ocurre sin que uno quiera</i> Beautiful/hermoso (<i>er-moh-so</i>) New words: Potential/potencial (<i>poh-tehn-syahl</i>): it can be something we don't see now/ <i>algo que ouede ser pero no vemos todavía</i> Opportunity/oportunidad (<i>ah-pohr-too-nee-dahd</i>): a chance to do or try something new/ <i>cuando puedes hacer o intentar algo nuevo</i> Creative/creativo (<i>kreh-ah-tee-boh</i>): making something new and different/ <i>hacer algo nuevo y diferente</i>	Chant: Beautiful! Beautiful! I can make things beautiful! Hooray! Hooray!	The name of this book is Beautiful Oops! I notice a lot of colors and I see a big, purple paint brush! I think this book will be about making beautiful art out of our oops (the mistakes, or things we didn't mean to do)! Let's read the book and find out what we can be made from the oops that we make!	Say "We just read about the artist creating, or making, beautiful art out of things that looked like an "Oops!" Let's look back and see all of the art that was made from mistakes, or things that the artist didn't mean to happen "What can you say when you make a mistake?" "How do you think the artist felt about the mistakes? Why?" •
 <p>Mix it Up/ ¡Mézclalo Bien! by Herve Tullet</p>	Create/crear (<i>cray-ar</i>): to make/ <i>hacer</i> Combine/ combinar (<i>kohm-bee-nahr</i>): to mix things up with another thing/ <i>mezclar diferentes cosas</i> Wonder /preguntarse (<i>preh-goon-tahr-seh</i>): (verb) to ask questions/ <i>hacerse preguntas</i> Additional words Discover/descubrir (<i>dehs-koo-breer</i>): to find something new/ <i>encontrar algo nuevo</i> Explore/explorar (<i>ehks-ploh-rah</i>): to see what will happen or learn about a new thing or place/ <i>ver lo que a pasar o aprender algo nuevo o conocer un lugar nuevo</i>	Have oil and water with food coloring in a sealed water bottle. Wonder- or ask questions about what they think will happen when you shake it and mix it up. Explore, discover, combine, and observe what happens right away. What happens when you wait a few minutes. Notice that there is art and possibility to wonder (ask questions), create, and explore everywhere and there are so many possibilities to create things that are interesting and inspire us!	We are going to read a book now, called <i>Mix it Up</i> by another creative artist who loves to play with colors, paint, words, and ideas. Let's see how this author made art and how they used their art to help us to feel joy, to be connected, to have fun, and to help us learn and discover new things!	We just read this fun book and mixed it up! How did this artist help us to feel joy, to be connected, to have fun, and to help us learn and discover new things?



Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Focus Words:

Imagination/imaginación (*ee-mah-hee-nah-see-own*): something that you think of/*algo en lo que pensamos*

Pretend/pretender (*preh-tehn-dehr*): act like something else or like a thing is something else/*actuar como otra persona u otra cosa*

Transform/transformar (*trans-for-mar*): to change from one thing to another/*cambiar de una cosa a otra*

Gentle/suave (*swah-vay*): soft and calm/*amable y delicado*

Possibility/posibilidad (*poh-see-bee-lee-dahd*): something that might happen/*algo que puede pasar*

Interesting/interesante (*een-ter-reh-sahn-teh*): something that makes us want to learn, see, or do more/*algo que nos hace querer aprender más o hacer más*

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (*R-tay*)
-

Partner with Families:

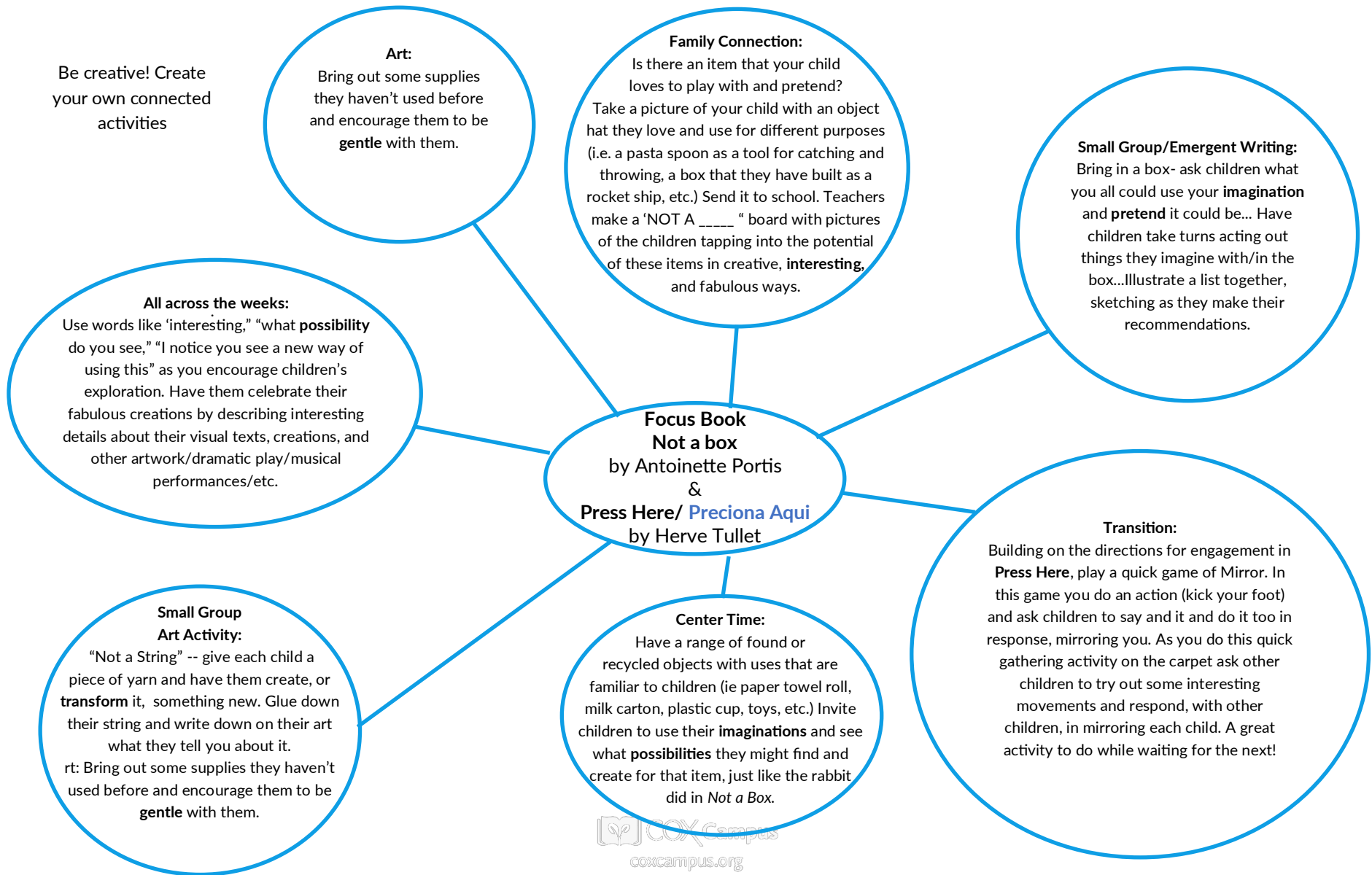
- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

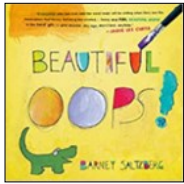
Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler

Theme: _____

Week of: _____





Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Existing Focus Words:

Possibility/**posibilidad** (*pos-ih-bill-ee-dahd*)

Celebrate/**celebrar** (*cell-ee-brar*)

Mistake/**error** (*air-roar*): something that you didn't mean to happen; you didn't want it to happen / **algo que ocurre sin que uno quiera**

Beautiful/**hermoso** (*er-moh-so*)

New Words:

Potential/**potencial** (*poh-tehn-syahl*): it can be something we don't see now/**algo que ouede ser pero no vemos todavía**

Opportunity/**oportunidad** (*ah-pohr-too-nee-dahd*): a chance to do or try something new/**cuando puedes hacer o intentar algo nuevo**

Creative/**creativo** (*kreh-ah-tee-boh*): making something new and different/**hacer algo nuevo y diferente**

Combine/**combinar** (*kohm-bee-nahr*): to mix things up with another thing/ **mezclar diferentes cosas**

Wonder /**preguntarse(v)** (*preh-goon-tahr-seh*): to ask questions/**hacerse preguntas**

Additional Words:

Discover/**descubrir** (*dehs-koo-breer*): to find something new/ **encontrar algo nuevo**

Explore/**explorer** (*ehks-ploh-rah*): to see what will happen or learn about a new thing or place/ **ver lo que a pasar o aprender algo nuevo o conocer un lugar nuevo**

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (*R-tay*)
-

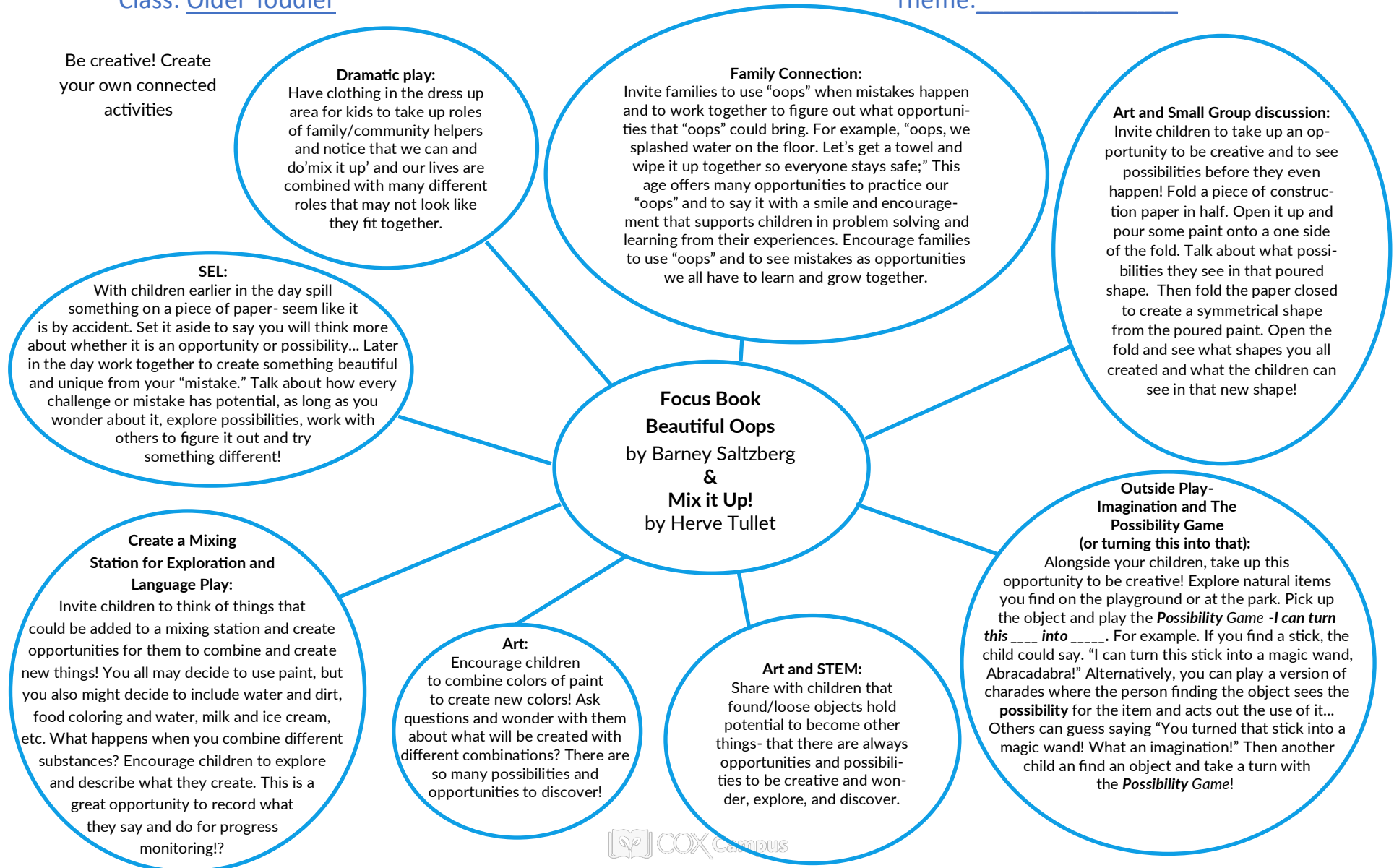
Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler

Theme: _____

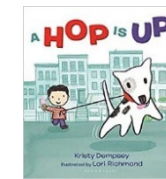
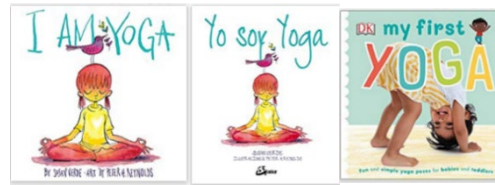


Older Toddler Curriculum Support

JULY INQUIRY QUESTIONS:

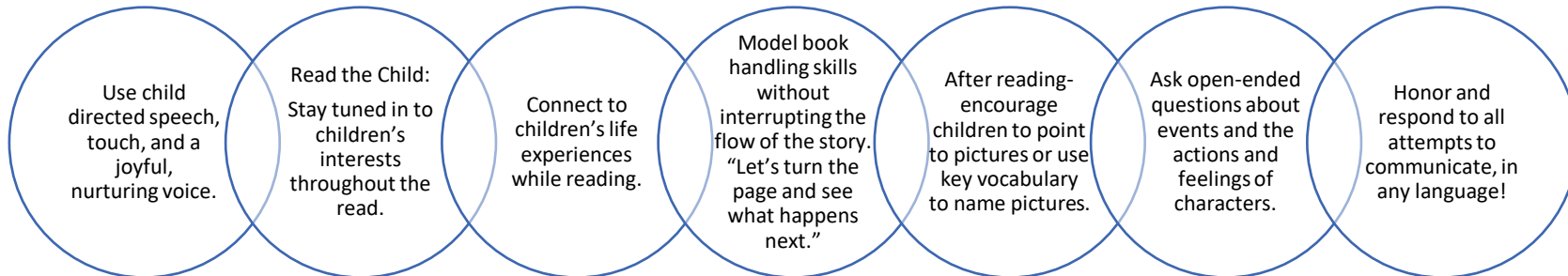
HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?
 WHY DO WE MOVE? HOW DO WE MOVE? HOW DOES MOVING AND CARING FOR OUR BODIES HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS? HOW CAN WE USE MOVEMENT TO CHANGE THE WORLD?

Theme Connections: Health, Sports



Additional Text

Supports for Older Toddlers



Supports for Dual Language Learners

Before Read Alouds



- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.

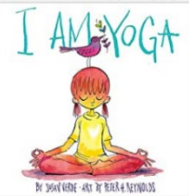
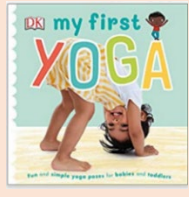
During Read Alouds

- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.

After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
- Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning):
 Move: mover (*moo-vair*)
- Books from this month available in Spanish: *Hands Can, I Am Yoga*

<p>Anchor Books</p>	<p>Key Vocabulary- English + Spanish Focus on tier 2 words.</p> <p><i>Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.</i></p>	<p>Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?</p>	<p>Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.</p>	<p>Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.</p>
 <p>These Hands by Hope Lynne Price</p>	<p>Movement/movimiento (<i>moh-bee-me-en--toh</i>): the way something moves/<i>la manera en que algo se mueve</i></p> <p>Contribute/contribuir (<i>kohn-tree-bew-ear</i>): to help/<i>ayudar con algo</i></p> <p>Inspire/inspirar (<i>een-spee-rah</i>): to make us feel or want to do something/<i>algo que nos hace sentir o querer hacer algo</i></p> <p>Create/crear (<i>cray-air</i>): to make something new/<i>hacer algo nuevo</i></p> <p>Words to PAT: Touch, Feel, Create, Reach, Stretch, Teach, Squeeze, Tickle, Talk, Help, Share</p>	<p>Play this lovely song- https://www.youtube.com/watch?v=1rG1qV79xFA</p> <p>Chorus: My hands are small, I know, But they're not yours they are my own But they're not yours they are my own And I am never broken In the end only kindness matters In the end only kindness matters</p>	<p>Friends- we are about to read a lovely book called "These Hands" about the many things that children can do with their hands and bodies to spread kindness, to contribute and help, and to create. As we read today, let's notice all of the movements that this child makes that make the world better!</p>	<p>Wow! This little girl used her hands in so many different ways to create, inspire, and contribute to the world. Let's look back and see how she used her hands. How did she use her hands to create, contribute and inspire?</p>
 <p>Hands Can by Cheryl Willis Hudson</p>	<p>Movement/movimiento (<i>moh-bee-me-en--toh</i>): the way something moves/<i>la manera en que algo se mueve</i></p> <p>Contribute/contribuir (<i>kohn-tree-bew-ear</i>): to help/<i>ayudar con algo</i></p> <p>Create/crear (<i>kreh-ahr</i>): to make/<i>hacer</i></p>	<p>Play "My hands can..." As you get settled with children do a quick circle where everyone says "My hands can ____". They can say it and show it. Wrap up this quick activity by saying "Wow, there are so many things our bodies can do!"</p>	<p>Friends, we know that our bodies can move in so many amazing ways! Let's read this book, <i>Hands Can</i>, together and see how these children used their hands to change the world!</p>	<p>Now that we read this book, <i>Hands Can</i>, I'm wondering a couple of things! How did these children use movement to connect with others, contribute to the world, and to create?</p>

Anchor Books	Key Vocabulary- English + Spanish Focus on tier 2 words. Feel free to use some or all of the suggested new words depending on the stage of language development of the children in your classroom.	Tune-In Examples How will you engage the child/children in a playful and loving interactions and capture the child's/ children's interest in the book?	Introduce Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.	Summarizing Statement (Include an example of open-ended question) Make sure summarizing statement connects to the introductory statement.
 <p>I Am Yoga by Susan Verde</p>	<p>Movement/movimiento (moh-bee-me-en--toh): the way something moves/ <i>la manera en que algo se mueve</i></p> <p>Yoga/yoga (yo-gah): a way to move your body and use your breath that helps you feel calm and strong/ <i>manera de moverse y usar la respiración para ayudar a nuestro cuerpo a sentirse relajado y en calma</i></p> <p>Focus/enfocar (en-foh-car): to pay attention to something/ <i>poner atención en algo</i></p> <p>Relax/relajar (ray-lah-har): to become calm and quiet inside/ <i>sentirse en calma y silencio</i></p> <p>Breathe/respirar (reh-spir-R): pulling air in and pushing it out of our bodies/ <i>meter y sacar aire de nuestro cuerpo</i></p>	<p>We're going to stretch, stretch, stretch (jump/wiggle) our sillies out (jump jump) Wiggle your sillies out</p> <p>-Jack Hardaman</p>	<p>Let's read this book, <i>I am Yoga</i>. I see a little girl and a bird sitting. The little girl has her eyes closed and seems still enough for a bird to sit on her head. I wonder why she is so still. Let's read and see!</p>	<p>Friends, we just read about a child who uses yoga and stretches her body. How does yoga make her feel? Let's look back together and see.</p>
 <p>My First Yoga: Fun and Simple Yoga Poses for Babies and Toddlers by DK</p>	<p>Movement/movimiento (moh-bee-me-en--toh): the way something moves/ <i>la manera en que algo se mueve</i></p> <p>Yoga/yoga (yo-gah): a way to move your body and use your breath that helps you feel calm and strong/ <i>manera de moverse y usar la respiración para ayudar a nuestro cuerpo a sentirse relajado y en calma</i></p> <p>Balance/equilibrar (ek-kwee-lee-brar): not falling but being even and centered/ <i>no caerse, sentirse centrado</i></p> <p>Pose/postura (pos-tour-ah): a way of holding and moving your body/ <i>una forma de poner tu cuerpo y estar así por un rato</i></p> <p>Stretch/estirar (S-tear-R): to make your body long in ways that help you relax and be strong/ <i>alargar el cuerpo para sentirnos relajados y fuertes</i></p> <p>Strong/Fuerte (fwair-tay): being able to lift or carry or move well/ <i>poder levantar o cargar algo</i></p> <p>Words to PAT: Still, Bounce, Arch, Bend, Wiggle, Lift, Press, Sparkle, Bend</p>	<p>Stretching Rhyme:</p> <p>Stretch up high. Bend down low. Breathe in and let it go.</p> <p>Hug yourself, gently squeeze. Now rest your hands, palms on your knees.</p> <p>Close your eyes and say thank you to your body – It's so amazing! It's YOU!</p>	<p>Let's read this book, <i>My first Yoga</i>. I see a child upside down. There is an illustration of a person balancing on one leg. I wonder how the children in this book will move their bodies. Let's read and see!</p>	<p>Friends, we just learned about so many yoga poses and how the movements make us strong and help us balance. How does yoga make us feel?</p>



Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Focus Words:

Movement/movimiento (*moh-bee-me-en--toh*): the way something moves/*la manera en que algo se mueve*

Contribute/contribuir (*kohn-tree-bew-ear*): to help/*ayudar con algo*

Inspire/inspirar (*een-spee-rah*): to make us feel or want to do something/*algo que nos hace sentir o querer hacer algo*

Create/crear (*cray-air*): to make something new/*hacer algo nuevo*

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Across the day and week:
Notice ways that children are moving their hands to help, encourage, create, paint, drum, clap, draw, write, play, etc.

Family Connections:
Ask families to talk about or take pictures of ways that children are helpful at home- specifically movements they do with their hands to **contribute**.

Shared Writing/Book Making:
Take pictures of so many **movements** their hands can make to **create** and **contribute**. **Create** a book with these pictures. Send home copies of this book for families to read together!

These hands
by Hope Lynne Price
&
Hands Can
by Cheryl Willis Hudson

**Emergent Writing/
Hand Art/Individual or
Small Group Time:**

Take canvases and using painters tape block off a small border around the canvas for you to transcribe their words later.

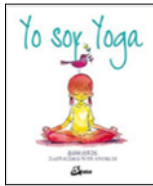
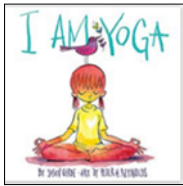
Using fingerpaint, invite children to create one of a kind fingerprint and handprint art on a canvas.

While they work, have them tell you all the things they do with their hands and write their words down on a post it.

When the artwork dries, remove the painters' tape and write the words they shared and what they said as a border/frame around their hand-made artwork!

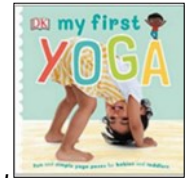
Math:
Invite children to use **movement** and their hands for tactile math. Sorting, counting, categorizing, creating with pattern blocks, etc.

Closing Circle:
In a circle have children share out at least one **movement** that they did with their hands that day that helped, **contributed** to others, and/or **created!**
Give High Fives and Handshakes to congratulate them on a great day!



Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Focus Words:

Movement/movimiento (*moh-bee-me-en-toh*): the way something moves/*la manera en que algo se mueve*

Yoga/yoga (*yo-gah*): a way to move your body and use your breath that helps you feel calm and strong/*manera de moverse y usar la respiración para ayudar a nuestro cuerpo a sentirse relajado y en calma*

Focus/enfocar (*en-foh-car*): to pay attention to something/*poner atención en algo*

Relax/relajar (*ray-lah-har*): to become calm and quiet inside/*sentirse en calma y silencio*

Breathe/respirar (*reh-spir-R*): pulling air in and pushing it out of our bodies/*meter y sacar aire de nuestro cuerpo*

Balance/equilibrar (*ek-kwee-lee-brar*): not falling but being even and centered/*no caerse, sentirse centrado*

Pose/postura (*pos-tour-ah*): a way of holding and moving your body/*una forma de poner tu cuerpo y estar así por un rato*

Stretch/estirar (*S-tear-R*): to make your body long in ways that help you relax and be strong/*alargar el cuerpo para sentirnos relajados y fuertes*

Strong/Fuerte (*fwair-tay*): being able to lift or carry or move well/*poder levantar o cargar algo*

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for
Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold and bubble map. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

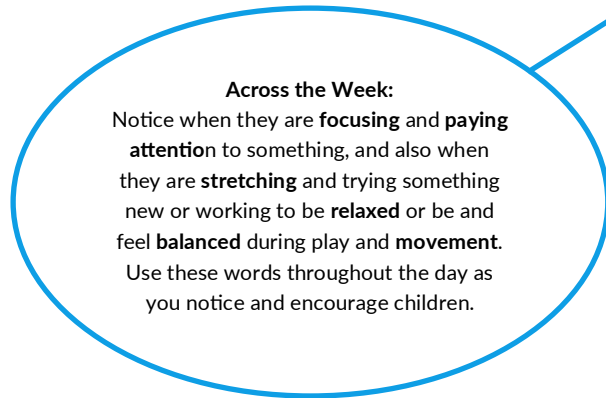
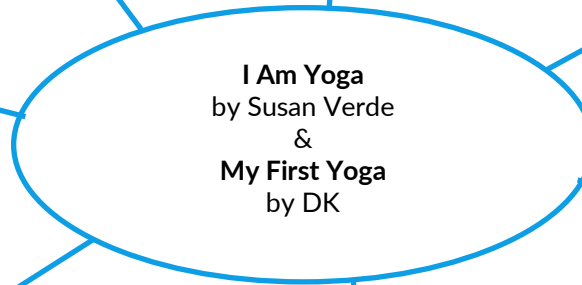
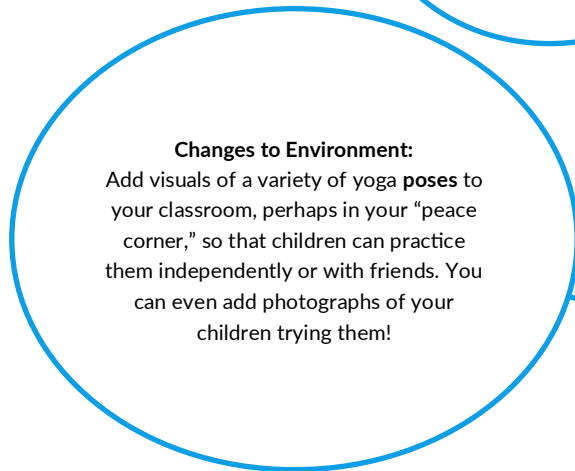
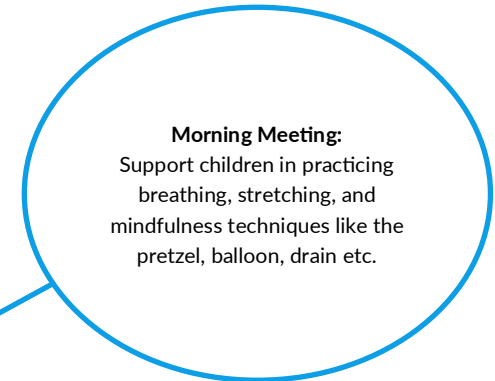
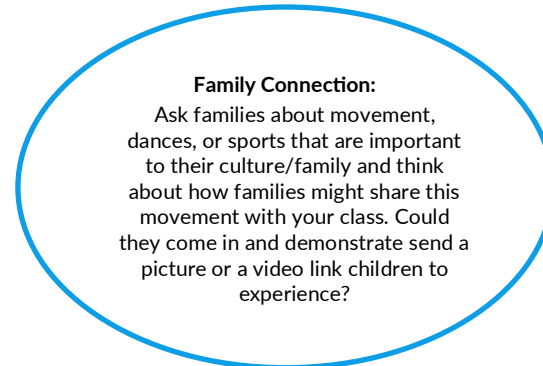
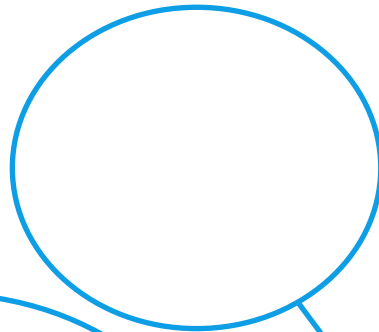
Planning for Connections Across the Day Using an Anchor Book

Class: Older Toddler

Theme: _____

Week of: _____

Be creative! Create your own connected activities



LITERACY AND JUSTICE FOR ALL

Curriculum for Preschool



Preschool Curriculum Support

MAY INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?

WHO DO WE MAKE MUSIC? HOW CAN MUSIC HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?

Theme Connections: Music, Family, Community

Anchor
Books



Connected
Reads:
REAL time



Try reading one book multiple times throughout the week. Focus on thinking aloud about the events the first time, characters' emotions/feelings the second time, and then having children be storytellers and retell the story the third time!

Plan around the anchor book to TIE these conceptual ideas across the day. Use the bubble map tool to plan engagement ideas for the week(s).

Read 1: Before you read say, "Let's work together to figure out what is happening in this story." As you read PAT the vocabulary (use the chart below to help you pre-plan the words you will point to pictures to point out, act out, or tell children what it means through a child friendly definition. As you read, think aloud and talk to yourself, wonder about the events of the story and notice what is happening. Lift and define the key vocabulary for the book as much as possible during these think alouds and think about what that has to do with a community working together to help everyone.

Read 2: Before you read tell children that you'll be paying attention to the characters' feelings, emotions, and thoughts in the book. As you read, again PAT vocabulary you pre-selected and think aloud to yourself about how characters feel. Again, connect to the key vocabulary as you read and the main idea.

Read 3: Have the children be storytellers and retell the story. Notice how they use the key vocabulary. You can restate and expand on their ideas, lifting the vocabulary, their understandings, and their empathy!

Supports for Dual Language Learners

Before Read Alouds

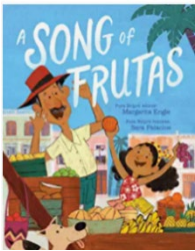
- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.
- Use visuals to introduce focus words. Each book has a connected focus word visual set available on the Cox Campus.


During Read Alouds

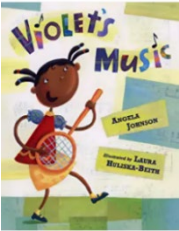
- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.

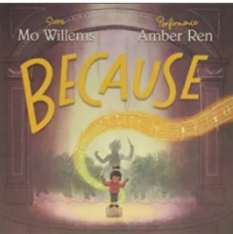
After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
 - Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning): Look for other cognates in the focus words for each book: Passion/pasión (*pah-syohn*), Inspire/inspirer (*in-spee-rah*), Connect/conectar (*koh-nehk-tahr*)
- Books available in Spanish: *A Song of Frutas*
- Use tools like Google translate to look up and learn how to say the focus words in other languages represented in your classroom.

<u>Anchor Book</u>	<u>Main Idea</u>	<u>Focus Vocabulary with Child Friendly Definitions (English + Spanish)</u>	<u>Tune kids in!</u> <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	<u>State/Ask for reads 1-3</u>
 <p>A Song of Frutas/ Un pregón de frutas by Margarita Engle</p>	<p>Music can connect and unite us all through every verse, rhythm, and rhyme.</p>	<p>Connect/conectar (<i>koh-nehk-tahr</i>): to put something together or people staying and talking together/ unir varias cosas; juntarse dos personas</p> <p>Unite/unir (<i>oo-neer</i>): to come together/ juntar</p> <p>Rhythm/ritmo (<i>reet-moh</i>): the same movement or sound happening again and in the same way/ una serie de sonidos que se repiten</p> <p>Melody;Melodies/melodía (<i>meh-loh-dee-ah</i>): an invisible string of different sounds that are in music/ combinación de sonidos.</p> <p>Cheerful/alegre (<i>ah-leh-greh</i>): happy/ contento o feliz</p>	<p>Bring in a basket of fruits. Pretend to sell fruits. Ask “have you ever seen or bought fruit from a vendor, someone who sells things?” Today we are going to read a book about a little girl that helps her grandfather sell fruits around town.</p>	<p>R1 State: The title of this book is <i>A song of Frutas</i>. Frutas means fruit in Spanish. I see a little girl standing with her grandfather and they have lots of fruit. I wonder what they are going to do together. Let’s read to find out what they are doing.</p> <p>R1 Ask: How does she like to spend time with her grandfather?</p> <hr/> <p>R2 State: Remember we read, <i>A Song of Frutas</i>. I remember that the little girl enjoys spending time with her grandfather selling fruit. When they are not together, they write letters to each other. I wonder how she feels about that. Let’s read to find out how she is feeling.</p> <p>R2 Ask: How did she feel when she was with her grandfather and when she was not?</p> <hr/> <p>R3 State: We have read this story called <i>A Song of Frutas</i> several times now. This time, let’s read it again, and I want you to be the storytellers. I wonder why the little girl is so connected to her grandfather? Let’s read and find out.</p> <p>R3 Ask: Why was the little girl so connected to her grandfather?</p>

<u>Anchor Book</u>	<u>Main Idea</u>	<u>Focus Vocabulary with Child Friendly Definitions (English + Spanish)</u>	<u>Tune kids in!</u> <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	<u>State/Ask for reads 1-3</u>
 <p>Max Found Two Sticks by Brian Pinkney</p>	<p>Music is all around us, and the world inspires us to create our own music.</p>	<p>Amazement/asombro (<i>ah-sohm-broh</i>): how you feel when you see or hear or do something really great, that you can't even believe/ <i>como nos sentimos cuando pasa algo que no esperamos o que es muy especial</i></p> <p>Create/crear (<i>kreh-ahr</i>): to make something new/ <i>hacer algo nuevo</i></p> <p>Inspire/inspirar (<i>eens-pee-rah</i>): to make you want to do something/ <i>algo que te mueve a hacer algo</i></p> <p>Imitate/imitar (<i>ee-mee-tahr</i>): to do the same thing as someone or something else/ <i>hacer lo mismo que hace otra persona</i></p> <p>Rhythm/ritmo (<i>reet-moh</i>): the same movement or sound happening again and in the same way/ <i>una serie de sonidos que se repiten</i></p>	<p>Use sticks or your hands to play a drum beat and invite the class to imitate your rhythm!</p>	<p>R1 State: This book is called <i>Max Found Two Sticks</i>. I see Max holding two sticks. I wonder how he is going to use the two sticks. Let's read and find out.</p> <hr/> <p>R1 Ask: How did Max create music?</p> <p>R2 State: Remember in the story, Max saw the musicians playing instruments. I wonder how he felt when he saw them and heard the music.</p> <p>R2 Ask: How did Max feel when he saw the musicians in the parade? (possible answer: He felt amazed by the beautiful ways they made music and he wanted to create more of his own music).</p> <hr/> <p>R3 State: We've read this story, <i>Max Found Two Sticks</i> a couple of times. I wonder how the world around Max inspired him to create music. Let's read the story again. This time you can be the storyteller!</p> <p>R3 Ask: How did the world around Max inspire him to create music?</p>

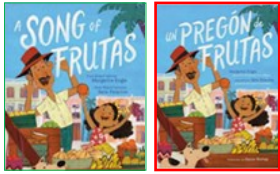
<u>Anchor Book</u>	<u>Main Idea</u>	<u>Focus Vocabulary with Child Friendly Definitions (English + Spanish)</u>	<u>Tune kids in!</u> <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	<u>State/Ask for reads 1-3</u>
 <p>Violet's Music by Angela Johnson</p>	<p>Doing what you love is more special when you get to share it with others.</p>	<p>Independent/independiente (<i>een-deh-pehn-dyehn-teh</i>): Doing something all by yourself/ <i>hacer algo por si mismo o sin ayuda.</i></p> <p>Passion/pasión (<i>pah-syohn</i>): (noun) Something you really love to do / <i>sentir mucho gusto o interés por algo</i></p> <p>Search/buscar (<i>boos-kahr</i>): To look for/ <i>buscar</i></p>	<p>I make music – I make music All alone, All alone. We can also sing together, songs we'll sing forever.</p> <p>I love to make music with you! (To the tune of <i>Where is Thumbkin</i>)</p>	<p>R1 State: The title of this book is <i>Violet's Music</i>. I notice that Violet has something in her hand. I wonder what she is going to do with it. Let's read and find out.</p> <p>R1 Ask: Why was Violet searching?</p> <hr/> <p>R2 State: Remember we read <i>Violet's Music</i>. I remember that she was searching for someone to play music with. I wonder how Violet felt as she searched for others to play music with.</p> <p>R2 Ask: How did Violet feel when she finally found other people that have as much passion for music as she does?</p> <hr/> <p>R3 State: We have the story called <i>Violet's Music</i> before. This time, let's read it again and I want you to be the storytellers. I wonder why it was important to Violet to search for other people to play music with her. Let's read and find out.</p> <p>R3 Ask: Why was it important to Violet to search for other people to play music with her?</p>

<u>Anchor Book</u>	<u>Main Idea</u>	<u>Focus Vocabulary with Child Friendly Definitions (English + Spanish)</u>	<u>Tune kids in!</u> <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	<u>State/Ask for reads 1-3</u>
 <p><i>Because</i> by Mo Willems</p>	<p>All of the small and the important choices we make can inspire and encourage people we might not ever even meet.</p>	<p>Because/ porque (por-kay): a reason for something/ <i>la razón de algo</i></p> <p>Inspire/inspirar (eens-pee-rah): makes you want to do something / <i>algo que te mueve a hacer algo</i></p> <p>Perform/ interpreter (een-tehr-preh-tahr): to do something others watch/ <i>representar o hacer algo en frente de otros</i></p> <p>Encourage/animar (an-ee-mar): to do or say things that help others feel like they can do hard things/ <i>hacer o decir algo que ayude a otras personas a hacer algo que puede ser difícil para ellos</i></p> <p>Sequence of events/ secuencia de eventos (seh-kwen-see-ah day eh-ven-toes): a lot of things that happened one after another/ <i>cosas que pasan una después de otra</i></p> <p>Connected/conectado (coh-nec-tah-doh): everyone matters; our choices change everyone's lives/ <i>cuando nuestras decisiones cambian las vidas de los demás</i></p>	<p>Play the composition "The Cold" composed by Hilary Purrington to accompany the book <i>Because</i>. https://soundcloud.com/hilary-purrington/the-cold</p> <p>Conduct and move your hands and body to the music and invite children to join you in moving their hands to the beat.</p>	<p>R1 State: Look at this person waving their arms and conducting- or leading- music. The title says "Because" which makes me wonder if this book might be about why and how things caused other things to happen. Let's read and find out why this story is named "Because" and what it has to do with music!</p> <p>R1 Ask: We just read this awesome story about a sequence of events all inspired by people's choices and by music. Why do you think this book called "Because"? How did the big and small choices people made change what happened for others?</p> <hr/> <p>R2 State: Remember in this story, "Because," different people made choices, big and small, that were part of a sequence of events that made big and small changes in the world through music! I wonder how people felt and thought about the choices that they made and how those choices might effect them and other people.</p> <p>R2 Ask: How did people think and how did they feel when they saw and noticed how their choices changed things for themselves and for other people?</p> <hr/> <p>R3 State: I wonder how people's choices made a difference to others. This time you tell the story as we think about that together!</p> <p>R3 Ask: Why did the girl dedicate her symphony/show to her uncle?</p>

Teacher-Selected Words to PAT with page number	<i>PAT to Teach and Uplift Vocabulary</i>		
	<i>Point</i> to illustrations in the book	<i>Act</i> out words whose meaning can be shown through action or facial expression	<i>Tell</i> The meaning of words that need to be defined in order to understand the story (use a child-friendly definition)
A Song of Frutas Un pregón de frutas	Individual Fruits, Vendors	Drums (point and act) Maracas (point and act)	Invite, Powerful, Glorious, Praise, Friendship, Syllable Chanting- yelling the same words again and again Croons (act & tell) - to hum or sing quietly Bridge- the part in a song where it takes turns going from the verse to the chorus, and the chorus to the verse
Max Found Two Sticks	Max, Twigs, Cindy, Shaun, Jamal, Set of Sticks	Shook the Tree, Nod, Wink	Gather-come or bring together; Twigs-small stems from a tree ; Imitated-to copy someone; Chiming-ringing sound of a clock to tell time
Violet's Music	Horn, Alone, Stand Around, Guitar, Fountain, Drum	Music, Rattle, Play	Alone, Different, Stand Around, Join, Play Along, Dream
Because	Orchestra, Musician, Usher		Choices, Change, Orchestra, Musician, Usher

Here are a few other beautiful books we think you would love to add to your library in the future!





Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Main idea: Music can connect and unite us all through every verse, rhythm, and rhyme.

.....

Focus Words:

Connect/**conectar** (*koh-nehk-tahr*): to put something together or people staying and talking together/**unir varias cosas; juntarse dos personas**

Unite/**unir** (*oo-neer*): to come together/ **juntar**

Rhythm/**ritmo** (*reet-moh*): the same movement or sound happening again and in the same way/ **una serie de sonidos que se repiten**

Melody/Melodies/**melodía** (*meh-loh-dee-ah*): an invisible string of different sounds that are in music/ **combinación de sonidos**

Cheerful/**alegre** (*ah-leh-greh*): happy/ **contento o feliz**

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (MEW-see-kah)
 - Spanish cognates from *Song of Frutas*: Connect/*conectar* (koh-nehk-tahr), Rhythm/*ritmo* (reet-moh), Melody/*melodía* (mel-o-D-ah)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Science:
Explore different songs in nature. What **melodies** and **rhythms** do you hear when you listen to the world outside?

Family Connection:
Have families share a song they like to sing & dance to together that helps them **connect** or **unite** the whole family.

Encourage families to visit a spot in town where they can see vendors or fruit/food trucks. Invite children to write or draw about that experience.

Outdoor Activities:
Use songs from different cultures, with different **rhythms** and **melodies** to plan guided dance or free style dance sessions.

Morning Meeting:
Children can pick a fruit and make a short, **cheerful** song about it to share with the class.

Use different **rhythms** to write/create their song using rhyming words.

Dramatic Play:
Invite children to pick a "good" to sell like the vendors in the book and others can be the customers. Remember where our food comes from and how we are all **connected**.

*A Song of Frutas/
Un pregón de frutas*
by Margarita Engle

Math:
Bring different fruits to cut in front of the class and make fruit cups. Invite children to count how many children we have in the class and how evenly we need to cut each piece of fruit so that everyone gets the same amount. During the process use language like half, quarter, more or less, etc. After enjoy a delicious treat together.

You can extend this engagement further by making a tally of the number of each type of fruit we have or creating a bar graph of the different color fruits we have or which fruit most children prefer.

Transitions:
Use the songs families share or that the class picked to signal transitions. Invite children to sing along and move to the **rhythm!**

Music and Movement:
Pick a song that **unites** the class and makes them feel **cheerful**. They can make suggestions and vote for one they like.

A Song of Frutas/Un pregón de frutas by Margarita Engle

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Connect/conectar (*koh-nehk-tahr*): to put something together or people staying and talking together/ unir varias cosas; juntarse dos personas



Unite/**unir** (*oo-need*): to come together/ **juntar**



Rhythm/**ritmo** (*reet-moh*): the same movement or sound happening again and in the same way/ **una serie de sonidos que se repiten**



Melody/Melodies/melodía (*meh-loh-dee-ah*): an invisible string of different sounds that are in music/ **combinación de sonidos**



Cheerful/alegre (*ah-leh-greh*): happy/ **contento o feliz**



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Main idea: Music is all around us, and the world **inspires** us to **create** our own music.

.....

Focus Words:

Amazement/asombro (*ah-sohm-broh*): how you feel when you see or hear or do something really great, that you can't even believe/ **como nos sentimos cuando pasa algo que no esperamos o que es muy especial**

Create/crear (*kreh-ahr*): to make something new/ **hacer algo nuevo**

Inspire/inspirar (*eens-pee-rahr*): to make you want to do something/ **algo que te mueve a hacer algo**

Imitate/imitar (*ee-mee-tahr*): to do the same thing as someone or something else/ **hacer lo mismo que hace otra persona**

Rhythm/ritmo (*reet-moh*): the same movement or sound happening again and in the same way/ **una serie de sonidos que se repiten**

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (MEW-see-kah)
Spanish cognates from *Max Found Two Sticks*: Create/*crear* (kreh-ahr), Inspire/*inspirar* (eens-pee-rah), Imitate/*imitar* (ee-mee-tahr), Rhythm/*ritmo* (reet-moh)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



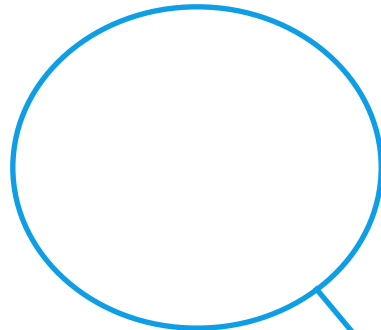
Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

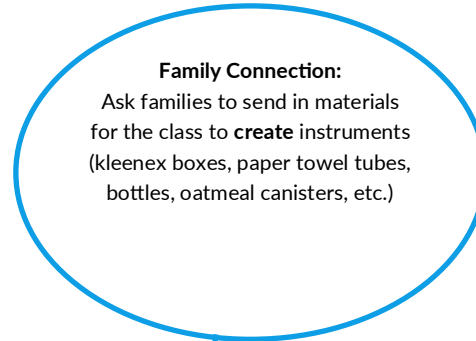
Week of: _____

Be creative! Create your own connected activities



Family Connection:

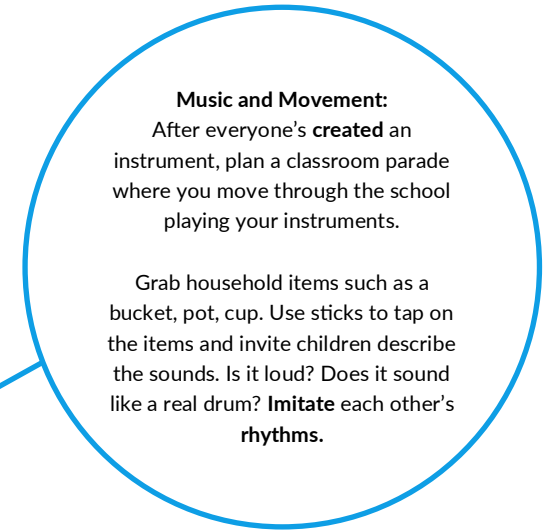
Ask families to send in materials for the class to **create** instruments (kleenex boxes, paper towel tubes, bottles, oatmeal canisters, etc.)



Music and Movement:

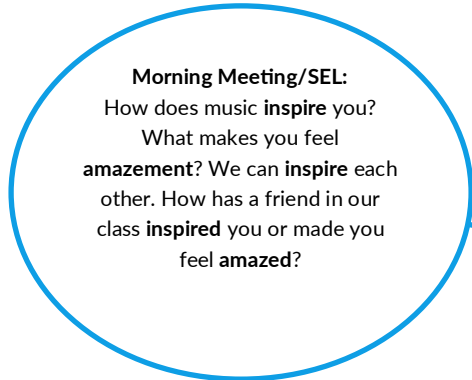
After everyone's **created** an instrument, plan a classroom parade where you move through the school playing your instruments.

Grab household items such as a bucket, pot, cup. Use sticks to tap on the items and invite children describe the sounds. Is it loud? Does it sound like a real drum? **Imitate** each other's **rhythms**.



Morning Meeting/SEL:

How does music **inspire** you? What makes you feel **amazement**? We can **inspire** each other. How has a friend in our class **inspired** you or made you feel **amazed**?



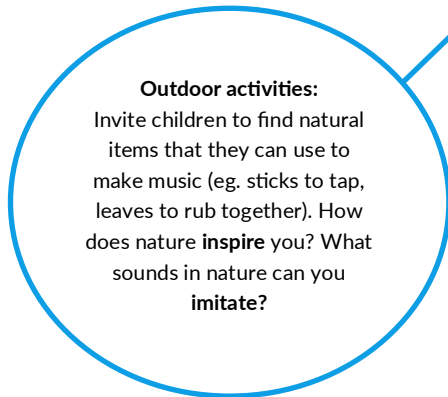
Max Found Two Sticks

by Brian Pinkney



Outdoor activities:

Invite children to find natural items that they can use to make music (eg. sticks to tap, leaves to rub together). How does nature **inspire** you? What sounds in nature can you **imitate**?



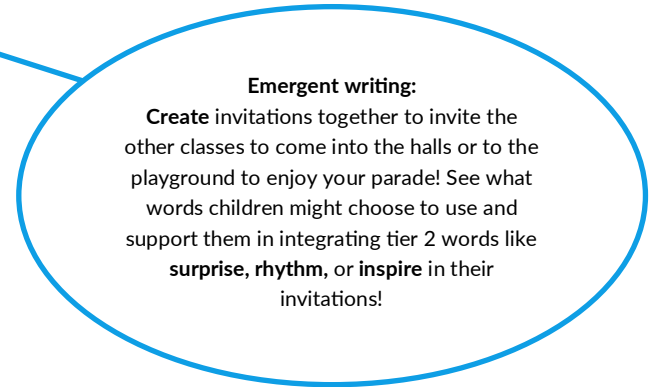
Art:

Create instruments out of recycled materials and make **rhythms**.



Emergent writing:

Create invitations together to invite the other classes to come into the halls or to the playground to enjoy your parade! See what words children might choose to use and support them in integrating tier 2 words like **surprise, rhythm, or inspire** in their invitations!



Max Found Two Sticks by Brian Pinkeny

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Amazement/asombro (ah-sohm-broh): how you feel when you see or hear or do something really great, that you can't even believe/ **como nos sentimos cuando pasa algo que no esperamos o que es muy especial**



Create/crear (*kreh-ahr*): to make something new/ **hacer algo nuevo**



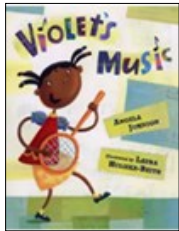
Inspire/inspirar (*eens-pee-rah*): to make you want to do something/ **algo que te mueve a hacer algo**



Imitate/imitar (*ee-mee-tahr*): to do the same thing as someone or something else/ *hacer lo mismo que hace otra persona*



Rhythm/ritmo (*reet-moh*): the same movement or sound happening again and in the same way/ *una serie de sonidos que se repiten*



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Main idea: Doing what you love is more special when you get to share it with others.

.....

Focus Words:

Independent/**independiente** (*een-deh-pehn-dyehn-teh*): Doing something all by yourself/ *hacer algo por si mismo o sin ayuda*.

Passion/**pasión** (*pah-syohn*): (noun) Something you really love to do/ *sentir mucho gusto o interés por algo*

Search/**buscar** (*boos-kahr*): To look for/ *buscar*

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/[música](#) (MEW-see-kah)
Spanish cognates from ***Violet's Music***: Independent/[independiente](#) (een-deh-pehn-dyehn-the), Passion/[pasión](#) (pah-syohn)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



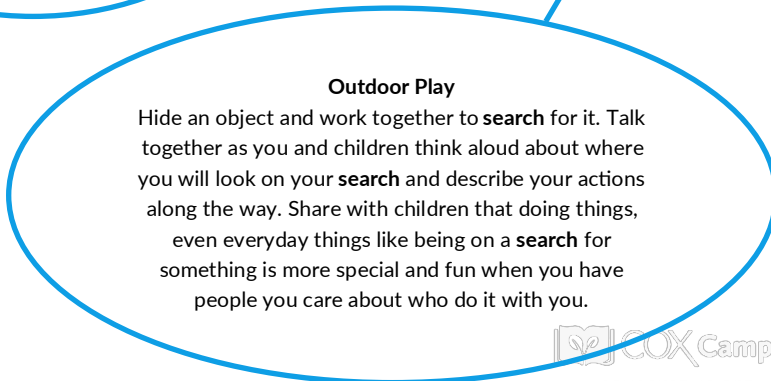
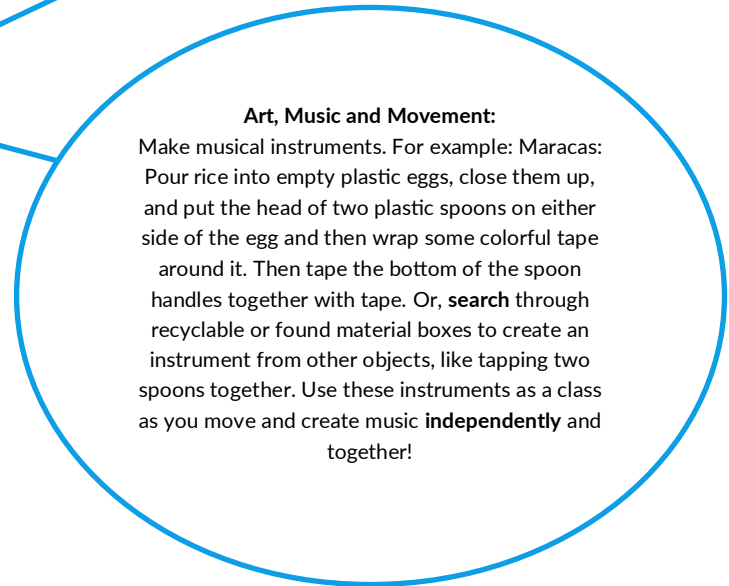
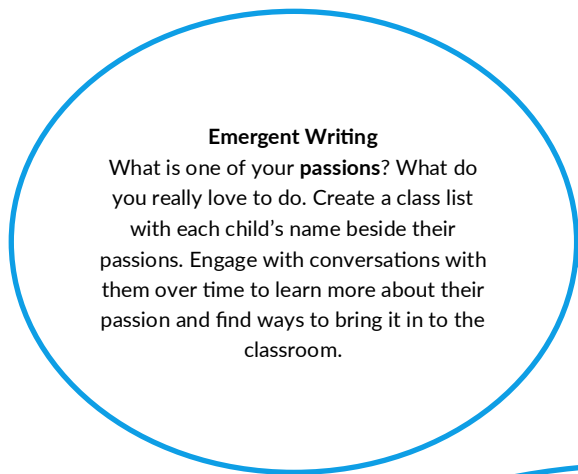
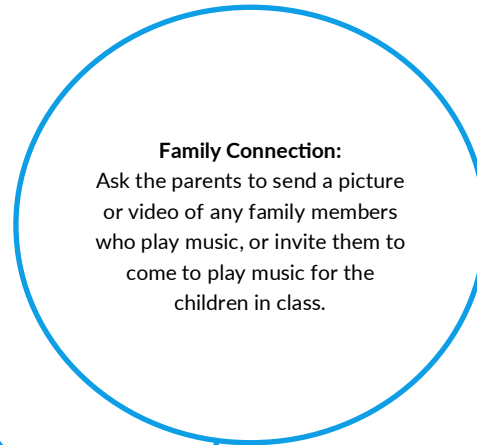
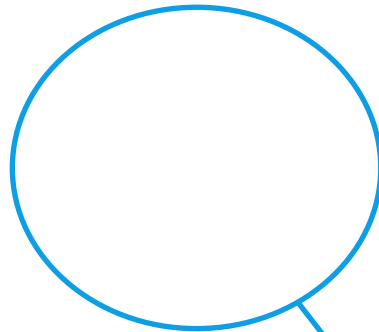
Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities



Violet's Music by Angela Johnson

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



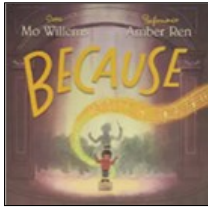
Independent/independiente (*een-deh-pehn-dyehn-teh*): Doing something all by yourself/ **hacer algo por si mismo o sin ayuda**



Passion/pasión (*pah-syohn*): (noun) Something you really love to do/ **sentir mucho gusto o interés por algo**



Search/buscar (*boos-kahr*): To look for/ **buscar**



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make music? How can music help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use music to change the world?*

Main idea: All of the small and the important choices we make can inspire and encourage people we might not ever even meet.

.....

Focus Words:

Because/ *porque* (por-kay): a reason for something/*la razón de algo*

Inspire/*inspirar* (eens-pee-rah): makes you want to do something / *algo que te mueve a hacer algo*

Perform/ *interpretar* (een-tehr-preh-tahr): to do something others watch/ *representar o hacer algo en frente de otros*

Encourage/*animar* (an-ee-mar): to do or say things that help others feel like they can do hard things/ *hacer o decir algo que ayude a otras personas a hacer algo que puede ser difícil para ellos*

Sequence of events/ *secuencia de eventos* (seh-kwen-see-ah day eh-ven-toes): a lot of things that happened one after another/*cosas que pasan una después de otra*

Connected/*conectado* (coh-nec-tah-doh): everyone matters / our choices change everyone's lives/*cuando nuestras decisiones cambian las vidas de los demás*

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Music/*música* (*MEW-see-kah*)
Spanish cognates from **Because**: Inspire/*inspirar* (*eens-pee-rah*), Connected/*conectado* (*coh-nec-tah-doh*)
-

Partner with Families:

- Ask families about instruments and music that are important to their culture/family and think about how families might share these instruments and music with your class. Could they come in or send a video and share the song or instrument? Or, can they send you a link to a favorite song?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Transitions:

Transitions are such a natural opportunity to talk about the **sequence of events** and to be inspired and encouraged by music! Play music as you transition. Children will quickly make connections between the songs and the next thing (ie. Clean up song). The music will also encourage and **inspire** - and **connect** us! As you transition from one activity or location to another, talking about the **sequence of events** comes naturally. Connect what children are doing and about to do with why they are doing it. Use order words, first, second, next, then. Also use the word "**because**" as you talk about why you all are doing what you are doing (I.e. We are washing our hands before we eat **because** we want to stay healthy! We are going to take a bathroom break before rest time so don't have to get up when our body is really relaxing).

Family Connection:

Invite children to interview a family member or family friend who creates music, sings, or plays an instrument. What **inspired** them to make music or play that instrument? Whose choices made it possible for them to learn and grow as a musician? How has music changed their lives and how does it make them feel? **Encourage** children to audio or video record that conversation and a short clip of their person making music or singing a verse from a song that **inspires** them. Invite children to bring in their interviews and share what they have learned about their family members or friends!

Emergent Writing/ Book making:

Together with children, help them make a page about the family member or friend they interviewed with their **BECAUSE** story. Create a class book with the **BECAUSE** stories of the musicians connected to the classroom to put in the class library or - even better- to send home to each family to read together.

Small group sequencing, language development, and conceptual connections:

In small groups ask children to come up with and talk about a **sequence of events** based on things that you all have learned about together across the year and/or experiences they have outside of the classroom. Invite children to illustrate in a comic book frame. Write words under them (ie. seeds/sprout/flower; egg/caterpillar/chrysalis/ butterfly; etc.). Cut apart the comic strip sections and laminate them as separate cards. Have small groups play with and discuss them with you, talking about why the **sequence of events** happens that way and why it doesn't work as well to move the order of some things around. Then talk about how other things can be done in any order or sequence. Ask them why they think that is! See how many of the vocabulary words children use (**because, connected, sequence of events, so that...**) Take note of the words and phrases children use as you progress monitor.

Because by Mo Willems

Musical Extensions and the Author/Illustrator Stories:

Check out this short video that the author Mo Willems and the illustrator Amber Ren sharing their story of how they came to write and illustrate the book **Because**.
<https://www.youtube.com/watch?v=lh7S5r78tS0> and listen to the musical composition called "The Cold" that Hilary Purrington created to accompany the story Because. It is available on soundcloud:
<https://soundcloud.com/hilary-purrington/the-cold>.

Community into the classroom:

Invite the family members of friends who were in the class book to come in and share some music with the class and teach us about their instrument or tell a story about their favorite song or who **inspired** and **encouraged** them. This could even be on zoom for a virtual guest speaker if protocols or time constraints prevent the family members/friends of each child from attending during the school day.

Because by Mo Willems

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Because/porque (por-kay): a reason for something/ la razón de algo



Inspire/inspirar (*eens-pee-rah*): to make you want to do something/ algo que te mueve a hacer algo



Perform/ interpreter (*een-tehr-preh-tahr*): to do something others watch/ representar o hacer algo en frente de otros



Encourage/animar (*an-ee-mar*): to do or say things that help others feel like they can do hard things/ **hacer o decir algo que ayude a otras personas a hacer algo que puede ser difícil para ellos.**



Sequence of events/secuencia de eventos (*seh-kwen-see-ah day eh-ven-toes*): a lot of things that happened one after another/ **cosas que pasan una después de otra.**



Connected/conectado (*coh-nec-tah-doh*): everyone matters; our choices change everyone's lives/ **cuando nuestras decisiones cambian las vidas de los demás.**

Preschool Curriculum Support

JUNE INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST?

WHY DO WE MAKE ART? HOW CAN ART HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS?

HOW CAN WE USE ART TO CHANGE THE WORLD?

Theme Connections: Art

Anchor
Books



Connected
Reads:
REAL time



Try reading one book multiple times throughout the week. Focus on thinking aloud about the events the first time, characters' emotions/feelings the second time, and then having children be storytellers and retell the story the third time!

Plan around the anchor book to TIE these conceptual ideas across the day. Use the bubble map tool to plan engagement ideas for the week(s).

Read 1: Before you read say, "Let's work together to figure out what is happening in this story." As you read PAT the vocabulary (use the chart below to help you pre-plan the words you will point to pictures to point out, act out, or tell children what it means through a child friendly definition. As you read, think aloud and talk to yourself, wonder about the events of the story and notice what is happening. Lift and define the key vocabulary for the book as much as possible during these think alouds and think about what that has to do with a community working together to help everyone.

Read 2: Before you read tell children that you'll be paying attention to the characters' feelings, emotions, and thoughts in the book. As you read, again PAT vocabulary you pre-selected and think aloud to yourself about how characters feel. Again, connect to the key vocabulary as you read and the main idea.

Read 3: Have the children be storytellers and retell the story. Notice how they use the key vocabulary. You can restate and expand on their ideas, lifting the vocabulary, their understandings, and their empathy!

Supports for Dual Language Learners

Before Read Alouds


- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.
- Use visuals to introduce focus words. Each book has a connected focus word visual set available on the Cox Campus.


During Read Alouds


- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.


After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
 - Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning): Look for other cognates in the focus words for each book: Materials/materiales, Inspire/inspirer, Creative/creativo(a), Imagination/imaginación, Artist/artista, Illustrator/ilustrador
- Books available in Spanish: *Aaron Slater, Illustrator*
- Use tools like Google translate to look up and learn how to say the focus words in other languages represented in your classroom.

<u>Anchor Book</u>	<u>Main Idea</u>	<u>Focus Vocabulary with Child Friendly Definitions (English + Spanish)</u>	<u>Tune kids in!</u> <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	<u>State/Ask for reads 1-3</u>
 <p>Aaron Slater, Illustrator by Andrea Beatty (English & Spanish)</p>	<p>Everyone is an artist and we can all stay connected by expressing ourselves in different ways.</p>	<p>Illustrator/ilustrador (<i>ill-ew-strah-door</i>): the person that draws pictures/ <i>persona que dibuja</i></p> <p>Dread/ tener pavor (<i>teh-nehr pah-bohr</i>): feeling scared of something/ <i>tener mucho miedo de algo</i></p> <p>Courage/valentía (<i>bah-lehn-tee-ah</i>): doing something even when it is new, hard, or when you are feeling scared/<i>hacer algo aún cuando sea nuevo, difícil o cuando tienes miedo de hacerlo</i></p> <p>Encourage/animar (<i>an-ee-mar</i>): to do or say things that help others feel like they can do hard things/<i>hacer o decir algo que le ayudará a otras personas a hacer algo que puede ser difícil para ellos</i></p>	<p>Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i></p> <p>You are amazing You are a work of art. We see your creativity, your courage, and your heart. When you start to worry or feel a sense of dread, celebrate the brilliance of your hands, your heart, your head! You are amazing, you are a work of art. We see your creativity, your courage, and your heart. (to the tune of the <i>Itsy Bitsy Spider</i> AND add beats)</p>	<p>State/Ask for reads 1-3</p> <p>R1 State: The title of this book is <i>Aaron Slater, Illustrator</i>. I notice this little boy is standing here with a hand full of colored pencils. That must be Aaron. I wonder if he drew all these pictures on the cover. Let's read and find out.</p> <p>R1 Ask: Why was Aaron drawing all those pictures?</p> <hr/> <p>R2 State: Remember we read <i>Aaron Slater, Illustrator</i>. I remember that Aaron was having trouble reading and writing, but he really loved to draw. I wonder how Aaron felt and thought when his teacher asked him to write a story to share with the class. Let's read to find out.</p> <p>R2 Ask: How did Aaron feel and what did he think about when his teacher asked him to write and share his story?</p> <hr/> <p>R3 State: We have read <i>Aaron Slater, Illustrator</i> a couple of times now. This time you are going to be the storyteller. I wonder how Aaron created and shared his story with his class. Let's read and find out.</p> <p>R3 Ask: How did Aaron share his amazing and inspiring story with his teacher and friends?</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions (English + Spanish)	Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>The Squiggle by Carole Lexa Schaefer</p>	<p>When we use our imagination, we can turn things into something that inspires ourselves and other people!</p>	<p>Imagination/imaginación (<i>ee-mah-he-nah-see-own</i>): making up a picture or idea in your mind/<i>cuando creamos cosas en nuestra mente que no existen en la realidad</i></p> <p>Possibility/posibilidad (<i>poh-see-bee-lee-dahd</i>): something that might or might not happen/<i>algo que puede o no ocurrir</i></p> <p>Creative/creativo(a) (<i>kreh-ah-teev o kreh-ah-tee-bah</i>): coming up with new ideas or ways of doing something/<i>pensar en nuevas ideas o en nuevas formas de hacer algo</i></p> <p>Inspire/inspirar (<i>eens-pee-rah</i>): makes you want to do something/<i>algo que te mueve a hacer algo</i></p>	<p>It's not a squiggle- it's a _____. Draw a squiggle on a dry erase board or a piece of paper... Ask children what they see... Then use the squiggle to sketch out something you could imagine. Say- wow- we took what was a squiggle and turned it into a _____. Let's read about this little girl who does the same thing with the help of her string and imagination!</p>	<p>R1 State: The title of the book is <i>The Squiggle</i>. I notice a girl holding a piece of string above her head. I wonder where she found it and why she is holding it above her head. Let's read and find out.</p> <p>R1 Ask: How did the little girl use the string to inspire her imagination?</p> <hr/> <p>R2 State: I remember we read <i>The Squiggle</i>. The little girl who tells the story was the last girl in the line walking with her class out to play. She found a piece of string on the sidewalk. I wonder what the little girl thought about and felt as she created and imagined with the string? Let's read and find out.</p> <p>R2 Ask: How did the little girl feel and what did she think about when she imagined and created with the string?</p> <hr/> <p>R3 State: We've read this story called <i>The Squiggle</i> before. This time, let's read it again and I want it to be the storytellers. I wonder why the string was so special? Let's look back together at the story and find out.</p> <p>R3 Ask: Why was the string so special?</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions (English + Spanish)	Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>Anywhere Artist by Nikki Slade Robinson</p>	<p>With some imagination and vision, anyone can create art anywhere and with anything!</p>	<p>Artist/artista (<i>ahr-tees-tah</i>): a person who creates art/ <i>alguien que crea una obra de arte</i></p> <p>Imagination/imaginación (<i>ee-mah-he-nah-see-own</i>): making up a picture or idea in your mind/ <i>cuando en tu mente creas cosas</i></p> <p>Possibility/posibilidad (<i>poh-see-bee-lee-dahd</i>): something that might or might not happen/ <i>algo que puede o no ocurrir</i></p> <p>Creative/creativo(a) (<i>kreh-ah-teev o kreh-ah-tee-bah</i>): coming up with new ideas or ways of doing something/ <i>pensar en nuevas ideas o nuevas formas de hacer algo</i></p> <p>Inspire/inspirar (<i>in-spee-rah</i>): makes you want to do something / <i>algo que te mueve a hacer algo</i></p> <p>Materials/materiales (<i>mah-tir-E-ah-ays</i>): things that can be used to do something/ <i>cosas que se pueden usar para crear algo</i></p>	<p>Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i></p> <p>You are amazing You are a work of art. We see your creativity, your courage, and your heart. When you start to worry or feel a sense of dread, celebrate the brilliance of your hands, your heart, your head! You are amazing, you are a work of art. We see your creativity, your courage, and your heart. (to the tune of <i>the Itsy Bitsy Spider</i>)</p>	<p>State/Ask for reads 1-3</p> <p>R1 State: The title of this book is <i>Anywhere Artist</i>. I notice the girl is happy- I also notice that the words of the title are made of many different objects. I wonder how the different materials the illustrator used for the title is connected to being an artist and why the little girl is so happy. Let's read and find out.</p> <p>R1 Ask: How did materials in nature inspire the little girl to be creative?</p> <hr/> <p>R2 State: Remember we read <i>Anywhere Artist</i>. I remember that the little girl went many places and created art with so many different materials. I wonder how she felt and what she thought about as she created in so many places and with so many materials. Let's read and find out.</p> <p>R2 Ask: How did the little girl feel and what did she think about as she explored and created in so many places and with so many materials?</p> <hr/> <p>R3 State: We've read this story called <i>Anywhere Artist</i> before. This time, let's read it again and I want you to be the storytellers. I wonder why she calls herself an "anywhere artist."s. Let's read and find out.</p> <p>R3 Ask: Why does the little girl call herself an "anywhere artist?"</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions (English + Spanish)	Tune kids in! <i>Got ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>A Story about Afiya by James Berry and Anna Cunha</p>	<p>The world can inspire us to create art.</p>	<p>Decorate/decorar (<i>deh-koh-rahrr</i>): adding extra things to make something look nice/ agregar cosas para que algo se vea más lindo</p> <p>Pattern/ patrón (<i>pah-trohn</i>): a design that repeats over and over again/ un diseño que se repite</p> <p>Collect/coleccionar (<i>koh-lehk-syoh-nahr</i>): to bring together a lot of things/ juntar muchas cosas</p> <p>Amazed/asombro (<i>ah-som-brah-doh</i>): how you feel when you see or hear or do something really great, that you can't even believe/ la emoción que sentimos cuando vemos u oímos algo que no esperamos o algo que no creemos posible.</p>	<p>Point out some patterns that the children are wearing during circle time. "Wow, so I see that many of you are wearing different patterns on your clothes. They look like some of our surroundings and the environment that we live in."</p>	<p>R1 State: Look at the dress Afiya is wearing. The flowers look like they are making a design on her dress. The title of the book is called <i>A Story about Afiya</i>. I wonder what her story is. Let's read and find out.</p> <p>R1 Ask: How were the designs and patterns on Afiya's dress made?</p> <hr/> <p>R2 State: Remember in the story, Afiya wore her white frock wherever she went. I wonder how that made her feel to come home and see her dress covered in patterns? Let's read to find out.</p> <p>R2 Ask: How does Afiya feel when she comes home with her dress decorated with patterns?</p> <hr/> <p>R3 State: We have read this book together about Afiya and her frock. I want you to be the storyteller and tell me how Afiya's frock was created with patterns she collected around her.</p> <p>R3 Ask: How did the world around Afiya create art on her frock?</p>

PAT to Teach and Uplift Vocabulary			
Teacher-Selected Words to PAT with page number	Point to illustrations in the book	Act out words whose meaning can be shown through action or facial expression	Tell The meaning of words that need to be defined in order to understand the story (use a child-friendly definition)
Aaron Slater, Illustrator	Bouquet	Writes, Gasp	Extraordinary- something different and amazing; Dusk- when the sun goes down and begins to get dark outside Melodious- to have or make a good sound; Anguish- to feel very sad or hurt; Hullabaloo- a big fuss or ruckus Quest- a long or hard search for something
The Squiggle	Acrobat, squiggle	grab	Shuffling, moving slowly
Anywhere Artist	Forts, Stone, stick, leaf, Shells, Sand, Tall, Shadow, puddle, mud, Shapes, Grass	Dance, Fill	Artist, Imagination, Anywhere, anything Lichen- small fungi like growth on rocks or trees.
A Story about Afiya	Afiya, frock, back/front, boulders	picks on something, fly	Limbs-arm or leg ; frock-dress; imprinted-to make a mark on something; clustered-a group of something slender-very small; ruffled-a piece of fabric tightly put together

Other amazing books to inspire, support social emotional development, to make us wonder, dream, move, create, and be inspired to take action

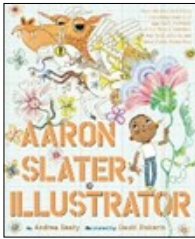


Wordless Picture Books



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____



Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Main idea: Everyone is an artist and we can all stay connected by expressing ourselves in different ways.

.....

Focus Words:

Illustrator/ilustrador (*ill-ew-strah-door*): the person that draws pictures/ *persona que dibuja*

Dread/tener pavor (*teh-nehr pah-bohr*): feeling scared of something/ *tener mucho miedo*

Courage/valentía (*bah-lehn-tee-ah*): doing something even when it is new, hard, or when you are feeling scared/*hacer algo aún cuando sea nuevo, difícil o cuando tienes miedo de hacerlo*

Encourage/animar (*an-ee-mar*): to do or say things that help others feel like they can do hard things/ *hacer o decir algo que le ayudará a otras personas a hacer algo que puede ser difícil para ellos*

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

Create an **illustrator's** art gallery/studio with art they create.

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (*R-tay*)
Spanish cognates from *Aaron Slater, Illustrator: Illustrator/ilustrador* (*ill-ew-strah-door*)
-

Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Morning Meeting, Emergent Writing, and SEL:

Invite each child to share a story about how they found **courage** to try something new and different. Ask them about their feelings before, during, and after they tried the new thing and support them with language noting their **courage** and others who encouraged them. Then invite them to make a page for a class book on **courage** and **encouragement** to put in the class library. Return to and read the book together as a class often and especially when we need some **courage** or to ask for or offer **encouragement** to each other.

Science:

Experiment with different paints/pigments. Introduce primary colors and how they are used to make the other colors. Make your own colors using foods. For example, use crushed raspberries to make red paint.

Family Connection:

Aaron was **encouraged** by his family. Ask families what they do or say to **encourage** their children. Make a poster with everyone's **illustration** of how their families **encourage** them to express themselves. Alternatively, ask the families to create a single **illustration** on a piece of paper with their child. Have them come up with a short story for that **illustration** with them. The children can then bring it in and share it with the rest of the class.

Transitions:

Illustrate pictures of what to do during the transition. Ex. Get your water bottle and lineup or find your seat at the table. You could also listen to this song as you work on art-making throughout the week. Sesame Street - Make your own art song: <https://youtu.be/Rzb3NiN1NKU>

Art, Bookmaking, and SEL:

Put together the illustrations and experiences shared in morning meeting and closing circle as an **illustrated** book about our class. Think together about ways that we can support and **encourage** each other when we have great moments in our day together and when we have hard moments too.

Aaron Slater,
Illustrator
by Andrea Beatty

Outdoor Activities:

Use chalk to draw a classroom mural outside that will **encourage** others. Use paint brushes and water to paint on walls.

Math:

After reading several books, compare the **illustrations**. Make a graph to show which one the class prefers.

Small Group: Art and Language:

Play a round of Pictionary with a small group of children (whisper a word to a child. The child draws a picture and the other children guess what the word was). Discuss how **illustrations** help us express ideas and feelings.

Closing Circle, Emergent Writing, and SEL:

Invite children to share a challenge they had or a hard time they experienced during the day and ways that a friend or teacher could or did help **encourage** them or support them. It would be awesome to model this personally first and share a challenge you experienced and a way that the children helped you. Then children can share and the teacher could transcribe what they share and ask for, i.e. "When I was alone outside, Maggie played with me and I felt connected and **encouraged**." Together you can make an **illustrated** list of ways to support and **encourage** each other that we can refer to when others seem to be having difficult days or moments. Post the list in the classroom and refer to it and **encourage** children to check the list for ideas of ways to **encourage** each other when they experience challenges.

Aaron Slater, Illustrator by Andrea Beatty

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Illustrator/ilustrador (*ill-ew-strah-door*): the person that draws pictures/
persona que dibuja



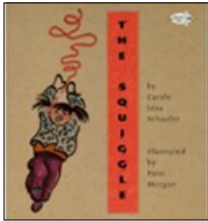
Dread/tener pavor (teh-nehr pah-bohr): feeling scared of something/ tener mucho miedo



Courage/valentía (bah-lehn-tee-ah): doing something even when it is new, hard, or when you are feeling scared/ hacer algo aún cuando sea nuevo, difícil o cuando tienes miedo de hacerlo



Encourage/animar (*an-ee-mar*): to do or say things that help others feel like they can do hard things/ **hacer o decir algo que ayude a otras personas a hacer algo que puede ser difícil para ellos**



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Main idea: When we use our imagination, we can turn things into something that inspires ourselves and other people!

.....

Focus Words:

Imagination/imaginación (*ee-mah-he-nah-see-own*): making up a picture or idea in your mind /cuando creamos cosas en nuestra mente que no existen en la realidad

Possibility/posibilidad (*poh-see-bee-lee-dahd*): something that might or might not happen/ algo que puede o no ocurrir

Creative/creative(a) (*kreh-ah-teev o kreh-ah-tee-bah*): coming up with new ideas or ways of doing something/pensar en nuevas ideas o en nuevas formas de hacer algo

Inspire/inspirar (*eens-pee-rah*): makes you want to do something/ algo que te mueve a hacer algo

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (R-tay)
Spanish cognates from **The Squiggle**: Imagination/*imaginación* (ee-mah-he-nah-see-own), Possibility/*posibilidad* (poh-see-bee-lee-dahd), Creative/*creativ(a)* (kreh-ah-teev o kreh-ah-tee-bah), Inspire/*inspirar* (eens-pee-rah).
-

Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

String Art:

Put string, paint, glue, and thick paper in the art center. Encourage children to dip their string in paint and then in glue and then arrange it in a way that it will dry in a unique 'squiggle' shape. Put up the artwork and encourage children to **imagine** what each squiggle art might be. Walk through the gallery with individual children and see what they **imagine** in each of the art pieces, transcribing what they have said about each piece on a post-it note. Keep their connections and thoughts for progress monitoring and to share back with the artist the different things people envisioned in their squiggle.

Alternatively, encourage children to use the glued string to create a rubbing and think about the **possibility** for that squiggle and their **imagination** and turn the rubbing outline into a more developed piece of art.

Cultural connection:
Explore different games that children play with string around the world.

Family Connection:

Ask families if there is any artwork or things that they make or use out of a string. Are there cultural games or finger plays they learned as a child? See if they can record them for the class to view and consider all of the **possibilities** and **creative** uses for string people have created.

Small Group Creativity:

Invite children to join in an exploration about many uses of a piece of string. Expand on their noticings and observations as they use their **imagination** to come up with **creative possibilities** and uses for the string! See how many uses you all can come up with and make an illustrated list. Some ideas to get you started: (a) measure the height or length of objects/children; (b) use the string in the garden to tie plants, (c) tie it around a bundle or package, (d) use as a shoelace, (e) use as a jump rope, (f) lay it on the ground and walk/balance on it like a tight rope.

The Squiggle
by Carole Lexa Schaefer

Outside Play:

Imagination and The Possibility Game (or turning this into that):

Alongside your children, explore natural items you find on the playground or at the park. Pick up the object and play the **Possibility Game - I can turn this ____ into ____**. For example. If you find a stick, the child could say. "I can turn this stick into a magic wand, Abra-cadabra!" Alternatively, you can play a version of charades where the person finding the object sees the **possibility** for the item and acts out the use of it... Others can guess saying "You turned that stick into a magic wand! What an **imagination!**" Then another child can find an object and take a turn with the **Possibility Game!**

Small Group or Art Center:

The Squiggle game:

We love the squiggle game. Check out this 3 minute video for several great ideas for this engaging, collaborative, partnership game! We think you and your kids will be **inspired**, see **possibility**, and exercise their **creative imagination!** Check the link: https://www.youtube.com/watch?v=nOq_X9vT6QQ.

Art Center with Found and Recycled Materials:

Invite children to see the **possibility** in found and recyclable objects. What **inspiration** can they have to 'upcycle' materials that might otherwise have been discarded. Encourage them to be **creative** about the many **possibilities** of things they can create using found and recyclable materials (egg cartons, cans, rocks, plastic bottles or packaging, empty containers or old markers, old spoons, plastic bottles, music shakers, craft sticks, torn material, newspapers, scraps of construction paper, etc.).

coxcampus.org

The Squiggle by Carole Lexa Schaefer

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Imagination/imaginación (ee-mah-he-nah-see-own): making up a picture or idea in your mind/ cuando creamos cosas en nuestra mente que no existen en la realidad



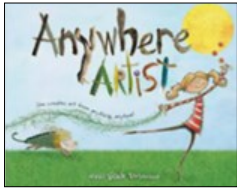
Possibility/posibilidad (*poh-see-bee-lee-dahd*): something that might or might not happen/ algo que puede o no ocurrir



Creative/creative(a) (*kreh-ah-teev o kreh-ah-tee-bah*): coming up with new ideas or ways of doing something/**pensar en nuevas ideas o en nuevas formas de hacer algo**



Inspire/inspirar (*eens-pee-rah*): to make you want to do something/ algo que te mueve a hacer algo



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Main idea: With some imagination and vision, anyone can create art anywhere and with anything!

.....

Focus Words:

Artist/ artista (*ahr-tees-tah*): a person who creates art/ *alguien que crea una obra de arte*

Imagination/imaginación (*ee-mah-he-nah-see-own*): making up a picture or idea in your mind / *cuando en tu mente creas cosas*

Possibility/posibilidad (*poh-see-bee-lee-dahd*): something that might or might not happen/ *algo que puede o no ocurrir*

Creative/creative(a) (*kreh-ah-teev o kreh-ah-tee-bah*): coming up with new ideas or ways of doing something;/ *pensar en nuevas ideas o en nuevas formas de hacer algo*

Inspire/inspirar (*in-spee-rah*): makes you want to do something / *algo que te mueve a hacer algo*

Materials/ materiales (*mah-tir-E-al-ays*): things that can be used to do something/ *cosas que se pueden usar para crear algo*

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (R-tay)
Spanish cognates from **Anywhere Artist**: Artist/*artista* (ahr-tees-tah), Imagination/*imaginación* (ee-mah-he-nah-see-own), Possibility/*posibilidad* (poh-see-bee-lee-dahd), Creative/*creative(a)* (kreh-ah-teev o kreh-ah-tee-bah), Inspire/*inspirar* (in-spee-rah), Materials/*materiales* (mah-tir-E-al-ays)
-

Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



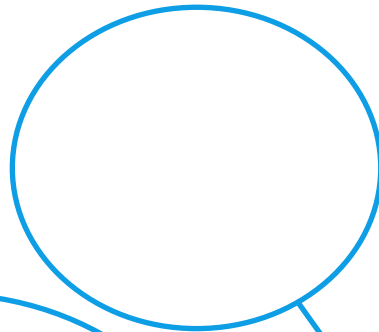
Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities



Family Connection:
 Take a walk around your community and see what **artistic** images you can find around you. Look at the clouds in the sky and the swirls in the tree bark. Bring a piece of paper and a crayon so you can do "rubblings" of fun patterns.

Point out beauty in everything around you and encourage your kids to do the same. How many different colors can you find? What patterns do you see? Look at the ripples that appear in a puddle when you jump into it. Stare at the clouds in the sky and use your **imagination** to find fun shapes together.

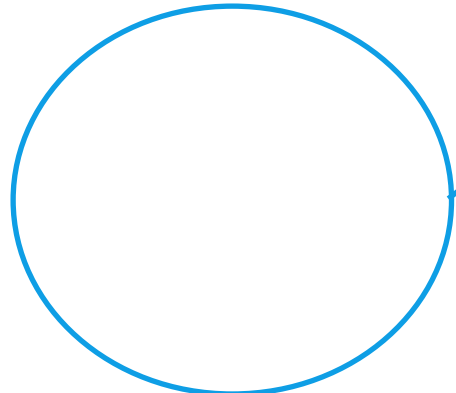
Outside/Natural Art:
 Use natural materials to create your own artwork. For example, Mud Painting. You need dirt and water, upcycled plastic tubs or containers, paint brushes, or sticks, or broken pencils will do!

Invite children to use a sidewalk, newspaper, cardboard boxes as your canvas to try out the possibilities of these materials when in the hands of the creative and imaginative artists in each of them/us!

Centering children as everywhere artists:
 Add pictures of the children in your class making art in different ways and with different **materials** on a display in the room. Before you read, have kids go over to the display with you and notice one thing that they see themselves and others using to make art. Notice that art is something that we do all the time, using all types of **materials** and anywhere and everywhere we are.

Anywhere Artist
 by Nikki Slade
 Robinson

**Morning Meeting/
 Shared Writing:**
 Discuss with children, "What inspires you?" Make a list of the things that inspire each child. Create opportunities for future inquiries or additions to the library to learn together about the many things that inspire us!



Math: Geometry in the world:
 Look around you, how many repeating patterns different colors, patterns, and shapes can you find? What patterns do you see?

Anywhere Artist by Nikki Slade Robinson

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Artist/artista (ahr-tees-tah): a person who creates art/ alguien que crea una obra de arte



Imagination/imaginación (*ee-mah-he-nah-see-own*): making up a picture or idea in your mind/ cuando creamos cosas en nuestra mente que no existen en la realidad



Possibility/posibilidad (*poh-see-bee-lee-dahd*): something that might or might not happen/ algo que puede o no ocurrir



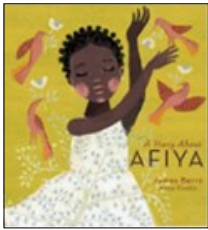
Creative/creative(a) (*kreh-ah-teev* o *kreh-ah-tee-bah*): coming up with new ideas or ways of doing something/ *pensar en nuevas ideas o en nuevas formas de hacer algo*



Inspire/inspirar (*eens-pee-rah*r): to make you want to do something/ *algo que te mueve a hacer algo*



Materials/ materiales (*mah-tir-E-al-ays*): things that can be used to do something/ cosas que se pueden usar para crear algo



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we make art? How can art help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use art to change the world?*

Main idea: The world can inspire us to create art.

.....

Focus Words:

Decorate/decorar (*deh-koh-rah*): adding extra things to make something look nice/ *agregar cosas para que algo se vea más lindo*

Pattern/patrón (*pah-trohn*): a design that repeats over and over again/ *un diseño que se repite*

Collect/coleccionar (*koh-lehk-syoh-nahr*): to bring together a lot of things/ *juntar muchas cosas*

Amazed/asombro (*ah-som-brah-doh*): how you feel when you see or hear or do something really great, that you can't even believe/ *la emoción que sentimos cuando vemos u oímos algo que no esperamos o algo que no creemos posible*

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Art/*arte* (R-tay)
Spanish cognates from *A Story about Afiya*: Decorate/*decorar* (deh-koh-rahr), Pattern/*patron* (pah-trohn), Collect/*coleccionar* (koh-lehk-syoh-nahr)
-

Partner with Families:

- Ask families about art and creative opportunities that are important to their culture/family and think about how families might share this art with your class. Could they come in and demonstrate or send a video and share their creativity? Or, can they send you a link or a picture to post of someone creating that art?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



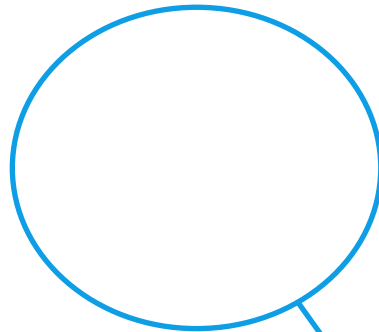
Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities



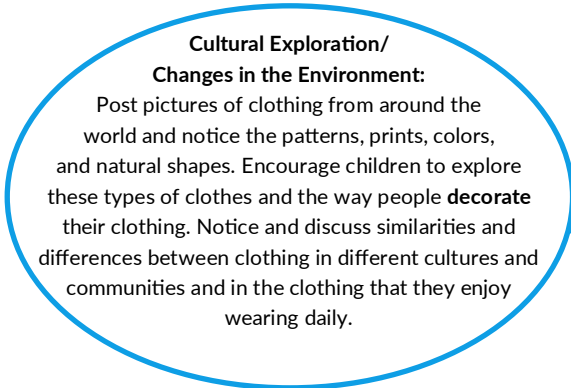
Family Connection:
Bring/send in a picture of a piece of clothing that is unique in the family or to the child. Describe why this clothing is special.



Art:
Bring in a white T-shirt to school. **Decorate** the shirt with designs and **patterns**. **Collect** the shirts and hang them up for everyone to admire before they take them home or ask the children to wear them all on the same day. Talk about how everyone is **amazed** and **inspired** by their wearable art.

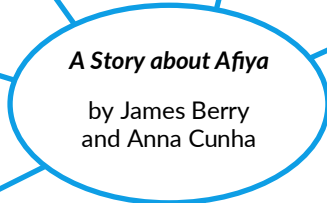


Cultural Exploration/ Changes in the Environment:
Post pictures of clothing from around the world and notice the patterns, prints, colors, and natural shapes. Encourage children to explore these types of clothes and the way people **decorate** their clothing. Notice and discuss similarities and differences between clothing in different cultures and communities and in the clothing that they enjoy wearing daily.

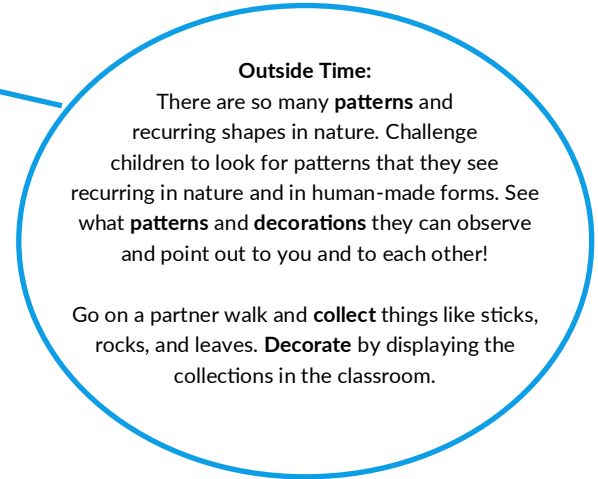


A Story about Afya

by James Berry and Anna Cunha

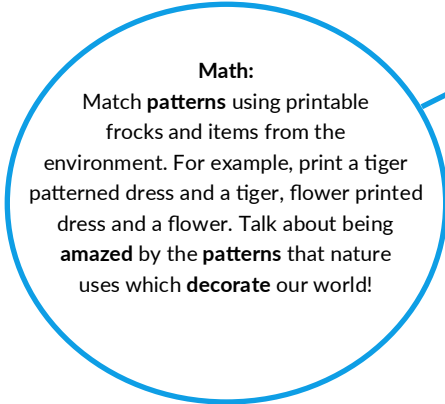


Outside Time:
There are so many **patterns** and recurring shapes in nature. Challenge children to look for patterns that they see recurring in nature and in human-made forms. See what **patterns** and **decorations** they can observe and point out to you and to each other!



Go on a partner walk and **collect** things like sticks, rocks, and leaves. **Decorate** by displaying the collections in the classroom.

Math:
Match **patterns** using printable frocks and items from the environment. For example, print a tiger patterned dress and a tiger, flower printed dress and a flower. Talk about being **amazed** by the **patterns** that nature uses which **decorate** our world!



Art:
Decorate their own frock or shirt using paper and variety of art materials, creating **patterns**.



A Story about Afiya by James Berry and Anna Cunha

Supporting Dual Language Learners with Focus Word Visuals

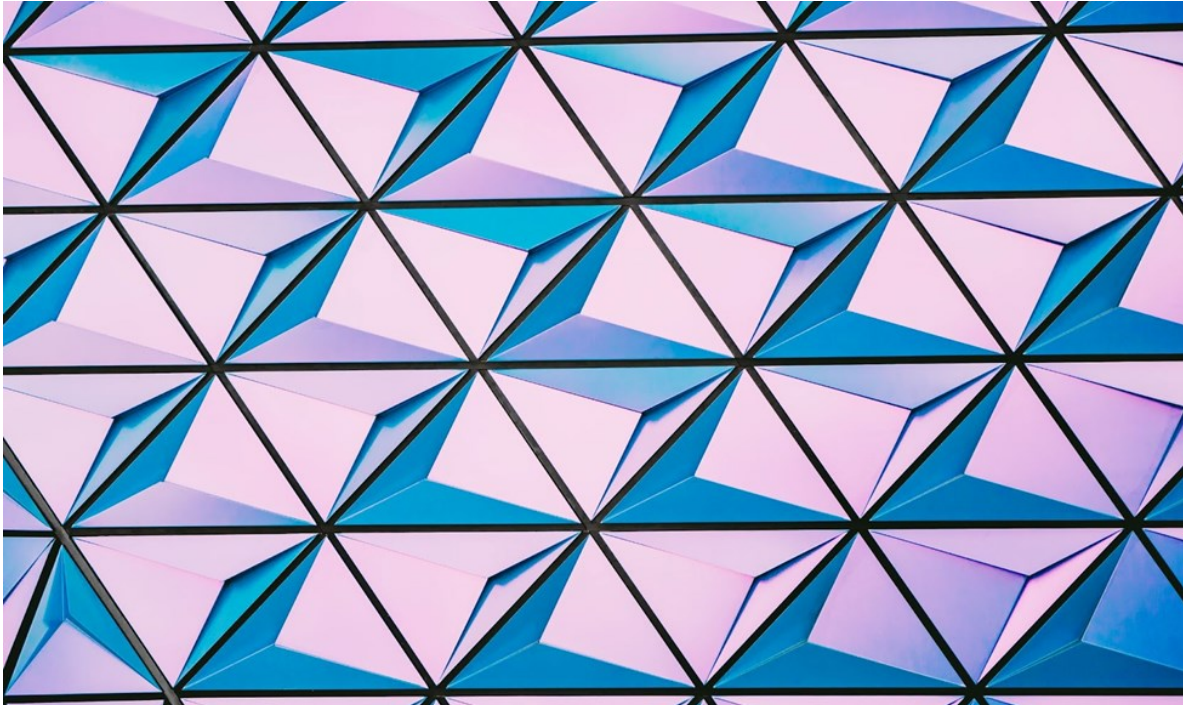
Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Decorate/decorar (*deh-koh-rahr*): adding extra things to make something look nice/ **agregar cosas para que algo se vea más lindo**



Pattern/patrón (*pah-trohn*): a design that repeats over and over again/ un diseño que se repite



Collect/coleccionar (*koh-lehk-syoh-nahr*): to bring together a lot of things/ juntar muchas cosas



Amazed/asombro (*ah-som-brah-doh*): how you feel when you see or hear or do something really great, that you can't even believe/ **la emoción que sentimos cuando vemos u oímos algo que no esperamos o algo que no creemos posible.**

Preschool Curriculum Support

JULY INQUIRY QUESTIONS:

HOW CAN I USE MY IDEAS AND CREATIVITY, MY HEART, MY VOICE, AND ALL OF ME TO MAKE THE WORLD KINDER, MORE CONNECTED, MORE BEAUTIFUL, MORE JOYFUL, AND MORE JUST? WHY DO WE MOVE? HOW DO WE MOVE? HOW DOES MOVING AND CARING FOR OUR BODIES HELP US TO FEEL JOY, TO BE CONNECTED, TO ENCOURAGE AND INSPIRE OURSELVES AND OTHERS? HOW CAN WE USE MOVEMENT TO CHANGE THE WORLD?

Theme Connections: Exercise, Health, Sports

Anchor Books



Connected Reads: REAL time



Try reading one book multiple times throughout the week. Focus on thinking aloud about the events the first time, characters' emotions/feelings the second time, and then having children be storytellers and retell the story the third time!

Plan around the anchor book to TIE these conceptual ideas across the day. Use the bubble map tool to plan engagement ideas for the week(s).

Read 1: Before you read say, "Let's work together to figure out what is happening in this story." As you read PAT the vocabulary (use the chart below to help you pre-plan the words you will point to pictures to point out, act out, or tell children what it means through a child friendly definition. As you read, think aloud and talk to yourself, wonder about the events of the story and notice what is happening. Lift and define the key vocabulary for the book as much as possible during these think alouds and think about what that has to do with a community working together to help everyone.

Read 2: Before you read tell children that you'll be paying attention to the characters' feelings, emotions, and thoughts in the book. As you read, again PAT vocabulary you pre-selected and think aloud to yourself about how characters feel. Again, connect to the key vocabulary as you read and the main idea.

Read 3: Have the children be storytellers and retell the story. Notice how they use the key vocabulary. You can restate and expand on their ideas, lifting the vocabulary, their understandings, and their empathy!

Supports for Dual Language Learners

Before Read Alouds


- Before sharing the story in English, introduce the book in the child's first language. Consider how bilingual colleagues, volunteers, and families can help you. Even when the book is not available in the first language, an adult can talk with the child about the pictures in their first language.
- Use visuals to introduce focus words. Each book has a connected focus word visual set available on the Cox Campus.


During Read Alouds


- Emphasize the P (point) and A (act) of the PAT strategy while reading.
- Use props to support understanding as you read.
- When reading the book in English for the first time, read it to DLLs in a small group before reading it to the whole group, to facilitate comprehension and participation.


After Read Alouds

- Make connections between English and first language of focus words in the story (and throughout the day). One helpful support for dual language learners is to make connections between words that are cognates, or words that are similar in English and another language.
- Look for English/Spanish cognates in the focus words for each book (cognates - words that share the same root, and sound similarly and have the same meaning): Look for other cognates in the focus words for each book: Materials/materiales, Inspire/inspirer, Creative/creativo(a), Imagination/imaginación, Artist/artista, Illustrator/ilustrador
- Books available in Spanish: *Jabari Jumps*
- Use tools like Google translate to look up and learn how to say the focus words in other languages represented in your classroom.

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions (English + Spanish)	Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>Jabari Jumps by Gaia Cornwall</p>	<p>People who are special to us help us have the courage to try new things.</p>	<p>Dread/ tener pavor (<i>teh-nehr pah-bohr</i>): feeling scared of something/ <i>tener mucho miedo</i></p> <p>Courage/valentía (<i>bah-lehn-tee-ah</i>): doing something even when it is new, hard, or when you are feeling scared/ <i>hacer algo aun cuando es nuevo, difícil o cuando tienes miedo de hacerlo</i></p> <p>Surprise/sorpresa (<i>sohr-preh-sah</i>): not knowing what is going to happen/ <i>algo que ocurre cuando no lo esperamos</i></p> <p>Encourage/animar (<i>an-ee-mar</i>): to do or say things that help others feel like they can do hard things/ <i>hacer o decir algo que le ayudará a otras personas a hacer algo que puede ser difícil para ellos</i></p> <p>Patient/paciente (<i>pah-see-en-tay</i>): to be willing wait, sometimes for a long time / <i>estar dispuesto a esperar, aveces por mucho tiempo</i></p>	<p>Tune kids in! <i>Jot ideas to Tune-In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i></p> <p>Invite everyone to come to the carpet or place where you read aloud together. Have everyone stand up., then get really low and then JUMP as high as they can. Repeat this a couple of times before inviting them to sit down and settle in for story.</p>	<p>State/Ask for reads 1-3</p> <p>R1 State: The title of this book is <i>Jabari Jumps</i>. I bet this is Jabari on the cover. I notice he is standing at the edge of the diving board. I wonder if he has done this before. Let's read and find out.</p> <p>R1 Ask: How did Jabari get ready to jump?</p> <hr/> <p>R2 State: Remember we read <i>Jabari Jumps</i>. I remember that Jabari really wanted to jump off the diving board since he had never done that before. I wonder how Jabari felt or what he thought when he was getting ready to jump from such a high place for the first time. Let's read and find out.</p> <p>R2 Ask: How did Jabari feel before and after he jumped off the diving board?</p> <hr/> <p>R3 State: We've read this story called <i>Jabari Jumps</i> before. This time, let's read it again and I want you to be the storytellers. I wonder how Jabari was able to overcome his fear of jumping off the diving board. Let's read and find out.</p> <p>R3 Ask: How did Jabari build the courage to jump off the diving board?</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions	Tune kids in! <i>Jot ideas to Tune In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>When Charlie Met Emma by Amy Webb</p>	<p>Even though we are all different, we can always find something we have in common.</p>	<p>Wonder/preguntarse (<i>preh-goon-tahr-seh</i>) (verb): to have questions about/ cuando tenemos preguntas sobre algo</p> <p>Strange/extraño (<i>ehks-trah-nyoh</i>): something is different that you expect it to be/ algo que es diferente a lo que conocemos</p> <p>Unique/único (<i>seeng-goo-lahr</i>) o extraordinario (<i>ehks-trah-ohr-dee-nah-ryoh</i>): different and special/ diferente, especial</p> <p>Different/diferente (<i>dee-feh-rehn-teh</i>): not the same/ que no son iguales</p>	<p>Friends, friends 1-2-3, All my friends are here with me!</p> <p>You're my friend (point to a friend), You're my friend (point to another friend), Friends, friends, 1-2-3 All my friends are here with me!</p> <p>Amigos, amigos, uno-dos-tres! Todos mis amigos están aquí!</p> <p>Tu eres mi amigo, Tu eres mi amigo, Amigos, amigos, uno-dos-tres! Todos mis amigos están aquí!</p>	<p>R1 State: The title of this book is <i>When Charley Met Emma</i>. I notice there are two children. This one (point to child of left) is Emma and this one (point to child on right) is Charley. I'm thinking that this is a picture of when they first met each other. I wonder what happened when Charley met Emma for the first time. Let's read and find out.</p> <p>R1 Ask: When Charley first met Emma, he thought she was really different from him. Why does Charley think Emma is different from him?</p> <hr/> <p>R2 State: Remember we read <i>When Charley Met Emma</i>. I remember that when Charley saw Emma for the first time, he stopped, stared, and asked his mom out loud why Emma looked so weird. I wonder how Emma and Charly felt when they first met each other. Let's read and find out.</p> <p>R2 Ask: How did Emma and Charley feel when they first met each other?</p> <hr/> <p>R3 State: We've read this story called <i>When Charley Met Emma</i> before. This time, let's read it again and I want you to be the storytellers. I wonder why Charley and Emma are such good friends. Let's read and find out.</p> <p>R3 Ask: Why are Charley and Emma such good friends?</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions	Tune kids in! <i>Jot ideas to Tune In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>Hurry Up! by Kate Dopirak</p>	<p>Slowing down helps our body and brain to learn and grow.</p>	<p>Hurry/apresurarse (<i>ah-preh-soo-rah-seh</i>): move quickly/ moverse rápidamente</p> <p>Marvel/maravillarse (<i>mah-rah-bee-yahr-seh</i>): look at with wonder/ ver algo con gran asombro o sorpresa</p> <p>Mosey/pasear (<i>pah-seh-ahr</i>): move slowly/ caminar sin prisa, moverse lentamente</p> <p>Explore/ explorar (<i>ex-plor-ar</i>): to see and learn new things/ ver y aprender cosas nuevas</p>	<p>Tune in Rhyme to say with a beat: Have patience, have patience, no need to hurry, scurry. Have patience, have patience, no need to worry, worry.</p> <p>Slow down now, slow down now, we can be calm and still. Slow down now, slow down now, the world has stories to tell.</p> <p>Consider option for breathing tune in, too (see below)</p>	<p>R1 State: The title of the book is <i>Hurry Up!</i> I notice that this child is laying on the grass and looking at something. They don't look like they are in a hurry. I wonder what they are doing. Let's read and find out.</p> <hr/> <p>R1 Ask: Why does the child slow down?</p> <p>R2 State: Remember we read <i>Hurry Up!</i> I remember that the child in the story was hurrying around at first, then slowed down. I wonder how the child feels and thinks about when they slow down. Let's read and find out.</p> <hr/> <p>R2 Ask: How did the child feel and think about differently when they slowed down?</p> <p>R3 State: We've read this story called <i>Hurry Up!</i> before. This time, let's read it again and I want you to be the storytellers. I wonder why they felt the need to slow down and how it made their body feel.</p> <hr/> <p>R3 Ask: Why did the child slow down?</p>

Anchor Book	Main Idea	Focus Vocabulary with Child Friendly Definitions	Tune kids in! <i>Jot ideas to Tune In, get children's attention, and connect them to the book. Create or use a song or idea from family connections resources</i>	State/Ask for reads 1-3
 <p>The Hike by Allison Farrel</p>	<p>Nature is our best teacher and as we move and spend time in nature, we can understand how everything and everyone is connected and contributes to its wonder.</p>	<p>Nature/naturaleza (<i>nah-too-rah-lay-sah</i>): things in the world that are not made by us/ <i>lo que hay en nuestro mundo que no creamos nosotros</i></p> <p>Hike/caminata (<i>kah-mee-nah-tah</i>): a walk where we observe the wonder of nature/ <i>caminar o andar para observar las maravillas de la naturaleza</i></p> <p>Inspire/inspirar (<i>in-spee-rah</i>): makes you want to do something / <i>algo que te mueve a hacer algo</i></p> <p>wonder/preguntarse (<i>pray-goon-tar-say</i>): to ask questions/ <i>hacerse preguntas, preguntarse por cosas que pasan</i></p> <p>Observe/observar (<i>ohb-sehr-bahr</i>): to watch and notice how things are and change/ <i>fijarse en las cosas a nuestro alrededor</i></p> <p>Connected/conectado (<i>coh-nec-tah-doh</i>): everyone matters; our choices change everyone's lives/ <i>cuando nuetsras decisiones cambian las vidas de los demás</i></p>	<p>Invite children to sit with you to do a one minute breathing break. Tell them you hope they will really notice and observe their breathing for 1 minute. Then they will think about what they noticed, observed, and felt as they took time to breathe and check in with their body.</p> <p><i>(Use or modify 1minute Guided Breathing script)</i> Close your eyes... notice and observe. Do you hear and feel your breath coming in and out of your body? We are going to take 3 long, slow breaths and notice together.</p> <p>First breath in, do you notice the sound your breath is making as you breathe in and out?</p> <p>Now, let that breath go all the way out.</p> <p>Take another slow and long breath in, do you notice how your body feels breathing slowly? Do you feel like deep breaths are like warm hugs for your body?</p> <p>Now let that breath go all the way out... long and slow.....</p> <p>Breathe in again- isn't our body and our world amazing that we have what we need to breathe? I'm so glad we are all here together!</p> <p>Breathe out and open your eyes. Thank you for breathing with us.</p>	<p>R1 State: Look at these children walking up a path surrounded by trees. The title says "The Hike" which makes me wonder what these children do and see when they take a walk together outside in nature. Let's read and find out!</p> <p>R1 Ask: We just read this story about the hike these children took. How did they observe and connect with nature and each other as they walked?</p> <hr/> <p>R2 State: Remember in this story, these children went on a hike and observed so many different things in nature! I wonder how they felt and what they thought about as they spent time hiking in nature together. Let's read and think about it together!.</p> <p>R2 Ask: How did these children feel and what did they think about as they spent time hiking in nature?</p> <hr/> <p>R3 State: We have read this book a few times now. We know about what these children did and felt on their hike. This time you tell the story as we read and find out and let's think about why they might like to move and spend time in and with nature.</p> <p>R3 Ask: How does spending time in nature inspire the children?</p>

			How did it feel in your body to notice those three breaths? Now, I feel relaxed and ready to notice more things.
--	--	--	--

Teacher-Selected Words to PAT with page number	PAT to Teach and Uplift Vocabulary		
	Point to illustrations in the book	Act out words whose meaning can be shown through action or facial expression	Tell The meaning of words that need to be defined in order to understand the story (use a child-friendly definition)
Jabari Jumps	Diving board, Ladder	Sprang, Dove, Spread Deep breath	Edge (point, tell) - the border or end of an object, Special, Curled (tell, act), Rough- to be uneven or not smooth Double Backflip
When Charlie Met Emma	Climb, cane, wheelchair, sad (point to Emma's face), "without any hands," knelt, Chloe, chair	Swing, stared, grabbed	Different, wild, strange, weird; Rude-not nice; introduce-when you met someone new and say your name and hello; limb-arm or leg; communicate-the way you share your ideas and what you want and need; blind-can't see
Hurry Up!	Rainbow, stars	Buzz, Breathe in, blow out	Hurry, Scurry, Slow things down, Explore, Mosey, rest, Dreams, Lazy
The Hike	This book has so many labels. Stop and point out different things that they see along the way	Chirp, chatter	Sketchbook, Steep, Narrows, Track, vanish, waterfall, releases

Other amazing books to inspire, support social emotional development, to make us wonder, dream, move, create, and be inspired to take action





Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Main idea: People who are special to us help us have the courage to try new things.

.....

Focus Words:

Dread/ tener pavor (*teh-nehr pah-bohr*): feeling scared of something/ tener mucho miedo

Courage/ valentía (*bah-lehn-tee-ah*): doing something even when it is new, hard, or when you are feeling scared/ hacer algo aún cuando sea nuevo, difícil o cuando tienes miedo de hacerlo

Surprise/sorpresa (*sohr-preh-sah*): not knowing what is going to happen/ algo que ocurre cuando no lo esperamos

Encourage/ animar (*an-ee-mar*): to do or say things that help others feel like they can do hard things/ hacer o decir algo que le ayudará a otras personas a hacer algo que puede ser difícil para ellos

Patient/paciente (*pah-see-en-tay*): to be willing wait, sometimes for a long time/ estar dispuesto a esperar, aveces por mucho tiempo

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring? Science and Math activities on the bubble map have great opportunities to progress monitor as you listen and record or take notes on vocabulary used by individual children and as they sense-make about measurement, properties and states of water, comparison, and use the language of math to explore and build conceptual understandings.



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
Spanish cognates from *Jabari Jumps*: Surprise/*sorpresa* (*sohr-preh-sah*), Patient/*paciente* (*pah-see-en-tay*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)

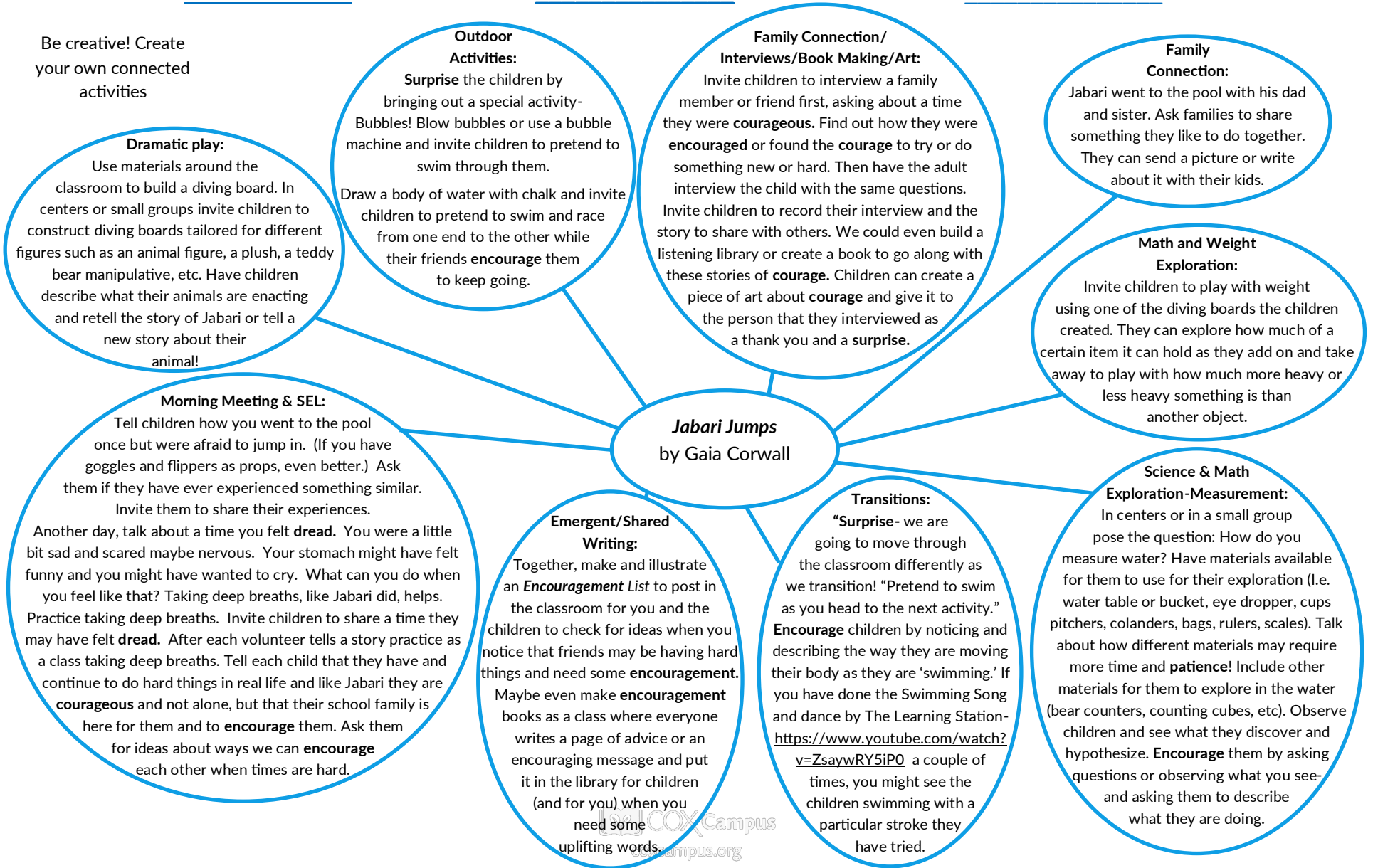


Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____





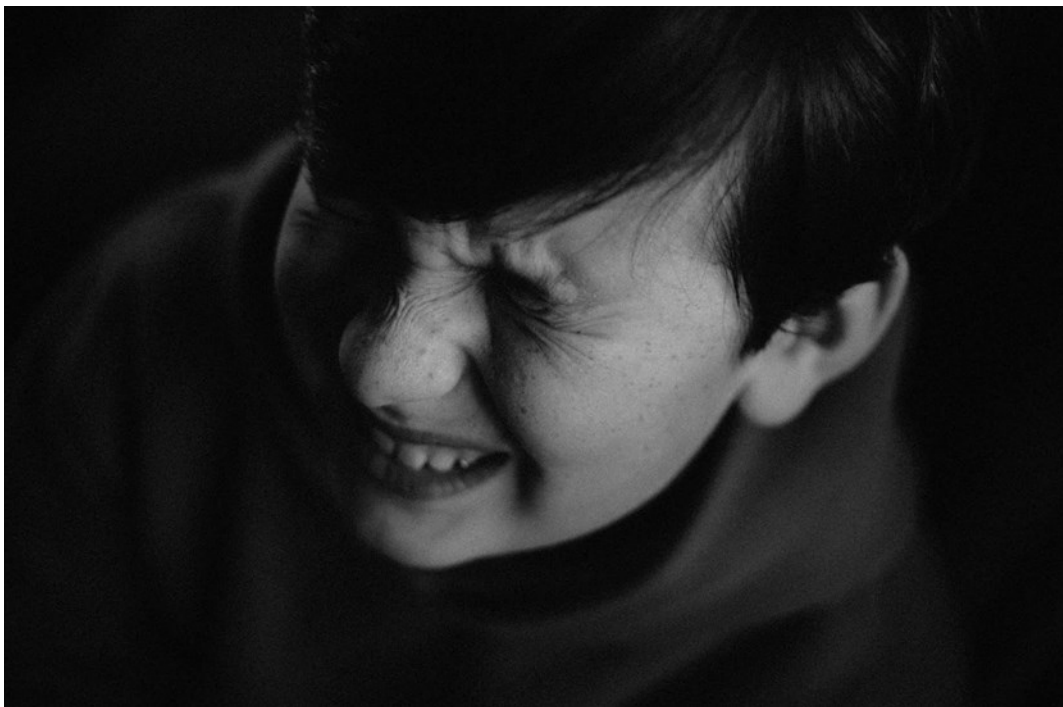
Jabari Jumps by Gaia Corwall

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Dread/tener pavor (*teh-nehr pah-bohr*): feeling scared of something/ **tener mucho miedo**



Courage/valentía (bah-lehn-tee-ah): doing something even when it is new, hard, or when you are feeling scared/ **hacer algo aún cuando sea nuevo, difícil o cuando tienes miedo de hacerlo**



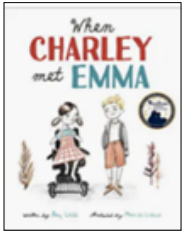
Surprise/sorpresa (sohr-preh-sah): not knowing what is going to happen/ **algo que ocurre cuando no lo esperamos**



Encourage/animar (an-ee-mar): to do or say things that help others feel like they can do hard things/ **hacer o decir algo que ayude a otras personas a hacer algo que puede ser difícil para ellos**



Patient/paciente (pah-see-en-tay): to be willing wait, sometimes for a long time/**estar dispuesto a esperar, a veces por mucho tiempo**



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Main idea: Even though we are all different, we can always find something we have in common.

.....

Focus Words:

Wonder/preguntarse (*preh-goon-tahr-seh*): (verb) to have questions about/ **cuando tenemos preguntas sobre algo**

Strange/extraño (*ehks-trah-nyoh*): something is different that you expect it to be/ **algo que es diferente a lo que conocemos**

Unique/singular (*seeng-goo-lahr*) **o extraordinario** (*ehks-trah-ohr-dee-nah-ryoh*): different and special/ **diferente, especial**

Different/diferente (*dee-feh-rehn-teh*): not the same/ **que no son iguales**

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

Add pictures of differently-abled people around the room to promote conversations about how “different isn’t weird, sad, bad or **strange**. Different is different, and different is okay!” As you talk with children, ask what they **wonder** about when they see the picture.. Respond to their wonderings.

.....

How will you create supports and adaptations for the children in your class?

Read non-fiction books about ways children and people are differently-abled and do things, including moving, in different ways. Include people who might be blind, deaf, or who have physical differences (like missing a limb).

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
Spanish cognates from *When Charley Met Emma*: Strange/*extraño* (*ehks-trah-nyoh*), Different/*diferente* (*dee-feh-rehn-teh*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Outdoor Play:

Charley and Emma met on the playground and have so much fun together! Enjoy playing with your friends-- swinging, sliding, and playing tag! How do you and your friends move your bodies? Do you move your bodies in different ways?

Family Connection:

Talk about a time that someone you know or in your family that broke a bone or hurt themselves. How were they able to move around or do things differently? How did that make them feel? Was it strange for them to use their left hand instead of right hand? Did they have a unique cast for their broken bone?

Dramatic Play:

Consider the materials in your dramatic play. Could you work together as a classroom community to make a wheel chair for one of your dolls? Include things like glasses and hearing aids in your dramatic play area.

Art:

Create a self-portrait. Consider using a new type of art material. What makes you **different** and **unique**? Write the children's responses on their self-portrait.
AND/OR Charley and Emma enjoyed drawing together! Put out large pieces of butcher paper on the floor and group the kids by 2 or 3. Invite the children to make collaborative art pieces with their friend(s)!

When Charlie Met Emma by Amy Webb

Morning Meeting:

Share stories of times when you met a new friend. How did you feel? How were you the same or **different**? How does being **different** and **unique** make that friend so special to you?

Discuss: Charley's mom says "different isn't weird, sad, bad or strange. Different is different, and different is okay!" What does that mean?

Talk about different ways people move (wheel chairs, canes, crutches, prosthetic legs, etc).

Block area:

Pretend you get to build an awesome wheelchair to help Emma move from place to place. How would you design it? What would you create?

Emergent Writing:

Write cards to your friends about why they are special and **unique** to you!

When Charlie Met Emma by Amy Webb

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Wonder/*preguntarse* (*preh-noon-tahr-seh*): (verb) to have questions about/
cuando tenemos preguntas sobre algo



Strange/extraño (*ehks-trah-nyoh*): something is different that you expect it to be/ algo que es diferente a lo que conocemos



Unique/singular (*seeng-goo-lahr*) o **extraordinario** (*ehks-trah-ohr-dee-nah-ryoh*): different and special/ diferente, especial

coxcampus.org



Different/diferente (*dee-feh-rehn-teh*): not the same/ *que no son iguales*



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Main idea: Slowing down helps our body and brain to learn and grow.

Focus Words:

Hurry/**apresurarse** (*ah-preh-soo-rahr-seh*): move quickly/ **moverse rápidamente**

Marvel/**maravillarse** (*mah-rah-bee-yahr-seh*): look at with wonder/ **ver algo con gran asombro o sorpresa**

Mosey/**pasear** (*pah-seh-ahr*): move slowly/ **caminar sin prisa, moverse lentamente**

Explore/ **explorar** (*ex-plor-ar*): to see and learn new things/ **ver y aprender cosas nuevas**

What nonfiction and related text will you incorporate?

What changes will you make to the environment?

How will you create supports and adaptations for the children in your class?

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/**mover** (**moo-vair**)
Spanish cognates from **Hurry Up!**: Marvel/**maravillarse** (**mah-rah-bee-yahr-seh**), Explore/**explorer** (**ex-plor-ar**)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities

Science:
Marvel at a small insect. Use bug boxes and magnifying glasses to investigate at these amazing creatures.

Family Connection:
 Take a walk in nature, take the time to listen to the things around you or sit outside after dark looking at the stars. If you are in a city, find a quiet room in your house and talk about how nice it feels to go slowly and not have to hurry. Read a book together.

Music and Movement:
 Put on a fast song like "Flight of the Bumblebee" and encourage the children to move quickly. Then change pace to a slow piece and have them slow their pace. Keep alternating between fast and slow. Laurie Berkner also has a song "Fast and Slow" which has the children alternate between moving fast like a rabbit or slowly like a turtle. Discuss **hurry** and **mosey**.

Science:
 Ramps vs. flat surfaces - Discuss motion and investigate how to make the cars move faster or slower (increase or decrease the angle of the ramp).

Hurry Up!
 by Kate Dopirak

Morning Meeting/Shared Writing/SEL:
 Discuss these questions in your morning meeting. What does this story tell us about the importance of slowing down? How do you feel when you are always being told to hurry or are trying to hurry? How does it feel in your body when you are always hurrying or be told to hurry up? How does it feel to slow down sometimes?
 On another day you can create a list together of ways to **hurry** and comparatively how to **mosey**.

Outdoor Activities:
 Have **hurry** races where the goal is to go quickly and **mosey** races where the goal is to move as slowly as possible, even in slow motion.

Transitions:
Hurry like a bee, rabbit, cheetah or **mosey** like a turtle, snail, or butterfly.



Hurry Up! by Kate Dopirak

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Hurry/apresurarse (*ah-preh-soo-rahr-seh*): move quickly/ moverse rápidamente



Marvel/maravillarse (*mah-rah-bee-yahr-seh*): look at with wonder/ ver algo con gran asombro o sorpresa



Mosey/pasear (*pah-seh-ahr*): move slowly/caminar sin prisa, moverse lentamente



Explore/explorar (*ex-plor-ar*): to see and learn new things/ **ver y aprender**
cosas nuevas

Planning for Connections Across the Day Using an Anchor Book



Class: Preschool or PK Theme: _____ Week of: _____

Inquiry Questions: *How can I use my ideas and creativity, my heart, my voice, and all of me to make the world kinder, more connected, more beautiful, more joyful, and more just? Why do we move? How do we move? How does moving and caring for our bodies help us to feel joy, to be connected, to encourage and inspire ourselves and others? How can we use movement to change the world?*

Main idea: Nature is our best teacher and as we move and spend time in nature, we can understand how everything and everyone is connected and contributes to its wonder.

.....

Focus Words:

Nature/**naturaleza** (*nah-too-rah-lay-sah*): things in the world that are not made by us/ **lo que hay en nuestro mundo que no creamos nosotros**

Hike/**caminata** (*kah-mee-nah-tah*): a walk where we observe the wonder of nature/ **caminar o andar para observar las maravillas de la naturaleza**

Inspire/**inspirar** (*in-spee-rah*): makes you want to do something/ **algo que te mueve a hacer algo**

Wonder/**preguntarse** (*pray-goon-tar-say*): to ask questions/ **hacerse preguntas, preguntarse por cosas que pasan**

Observe/**observer** (*ohb-sehr-bahr*): to watch and notice how things are and change/ **fijarse en las cosas a nuestro alrededor**

Connected/**conectado** (*coh-nec-tah-doh*): everyone matters; our choices change everyone's lives/ **cuando nuetsras decisiones cambian las vidas de los demás**

.....

What nonfiction and related text will you incorporate?

.....

What changes will you make to the environment?

.....

How will you create supports and adaptations for the children in your class?

.....

What resources and opportunities will you use for progress monitoring?



Support and Adaptations for Dual Language Learners

Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK Theme: _____ Week of: _____

Honor all attempts to communicate, in any language!

Learn songs in the first language(s) of the children in your class and use them throughout the day. What songs will you sing?

Make connections between English and children's first language(s) throughout the day:

- Invite bilingual staff or volunteers who share the same language as your dual language learners to read the book to children in their first language
 - Choose one (or more!) of the extension activities to do in the first language
 - Use words in first language throughout the day—Spanish translations and pronunciations for all of the focus words for each book are on the scaffold, bubble map, and DLL visual supports. Copy down the pronunciation for the words and use them across the day. You will be surprised how many times you can use these words in multiple languages throughout the day as you and the children learn together and in multiple languages.
 - **Make connections between words that are cognates, or words that are similar in English and another language:**
 - The focus of our inquiry is an English/Spanish cognate: Move/*mover* (*moo-vair*)
Spanish cognates from **The Hike**: Nature/*naturaleza* (*nah-too-rah-lay-sah*), Inspire/*inspirar* (*in-spee-rah*), Observe/observer (*ohb-sehr-bahr*), Connected/*conectado* (*coh-nec-tah-doh*)
-

Partner with Families:

- Ask families about movement, dances, or sports that are important to their culture/family and think about how families might share this movement with your class. Could they come in and demonstrate send a picture or a video link children to experience?

Get more ideas for supporting Dual Language Learners in our Cox Courses: [Supporting Dual Language Learners Right From the Start / Connecting the Dots for Dual Language Learners Throughout the Preschool Day](#)



Planning for Connections Across the Day Using an Anchor Book

Class: Preschool or PK

Theme: _____

Week of: _____

Be creative! Create your own connected activities



Family Connection:
Encourage families to go take a hike or walk through a green space in the community. Observe nature and talk about what you see and notice. Be inspired by and wonder about what you see together (ie. I wonder where that bird sleeps. I wonder what the name of that tree is.) Describe things together. Ask children, "how does your body feel moving in nature? What feelings do they have? How can these times help us feel more connected to ourselves, each other, and to the world we share? What does this hike or nature walk inspire us to do or learn about together?"

Outside/Science/Emergent Writing:
Go on a nature walk or explore the living things and spaces in the play area. Encourage children to take a clipboard or notebook and sketch their observations. What do they observe? What do they see that inspires them? What do they wonder about?

**Morning Meeting/
Wonder Wall/Changes to Library Area:**
Invite children to share their observational notes and their wonder question. Create a Wonder Wall for their questions to be posted. Use their wonderings to select and add books to your classroom library or other informational materials you can find online. This will also help you plan future learning opportunities as you connect to their wonderings.

The Hike
by Allison Farrel

Emergent Writing:
Invite children to share their observations with you. Encourage them to label their observations. Ask them what they are wondering about from their observations. Put sticky notes on their work with questions they have asked about what they observed or are wondering.

Morning Meeting/SEL:
Talk about why we spend time in and with nature. Ask children to share how they feel being in and with nature and moving their bodies outside. Name the feelings and add them to a list you put on the window or the door you use to go outside. (Consider using an expo or window marker to make the list ON the window!) Then as you transition to the outside time across the week, ask children to see if they observe anything new they wonder about or that inspires them. Remind children as you go outside next time to notice if as they move outside they feel those feelings they discussed earlier.

Emergent Writing/Math:
Co-create an illustrated list of all the amazing things children observed in nature/ the natural world on the play area. Put tally marks or graph what children noted they had observed to see what might be most frequent in the habitat and ecosystem you all explored together.



The Hike by Allison Farrel

Supporting Dual Language Learners with Focus Word Visuals

Purpose: Support dual language learners as they develop vocabulary and story comprehension by briefly introducing the focus words for the Anchor Book with visuals, a child-friendly definition, and connecting the word in English to the word in the home or first language. These DLL visuals have the focus word and child-friendly definition in **English** and in **Spanish** with the Spanish phonetic pronunciation in parentheses. Use tools like Google translate to listen to the word and practice the pronunciation in Spanish before sharing. If children in your classroom speak another home or first language, ask colleagues or families to help translate the focus words or use online tools to look up the words in this language.

Instructions: Print this document and cut apart the words before sharing the story with your children. Quickly introduce these visual supports before the STATE of the START read saying, "Before reading our story, I want to share some special words you are going to hear in this story." Don't quiz children; just quickly introduce the words and begin the START read. A quick introduction showing the DLL Focus Word Visuals and connecting it to the word in English and the children's first languages will build familiarity with the meaning of focus words.

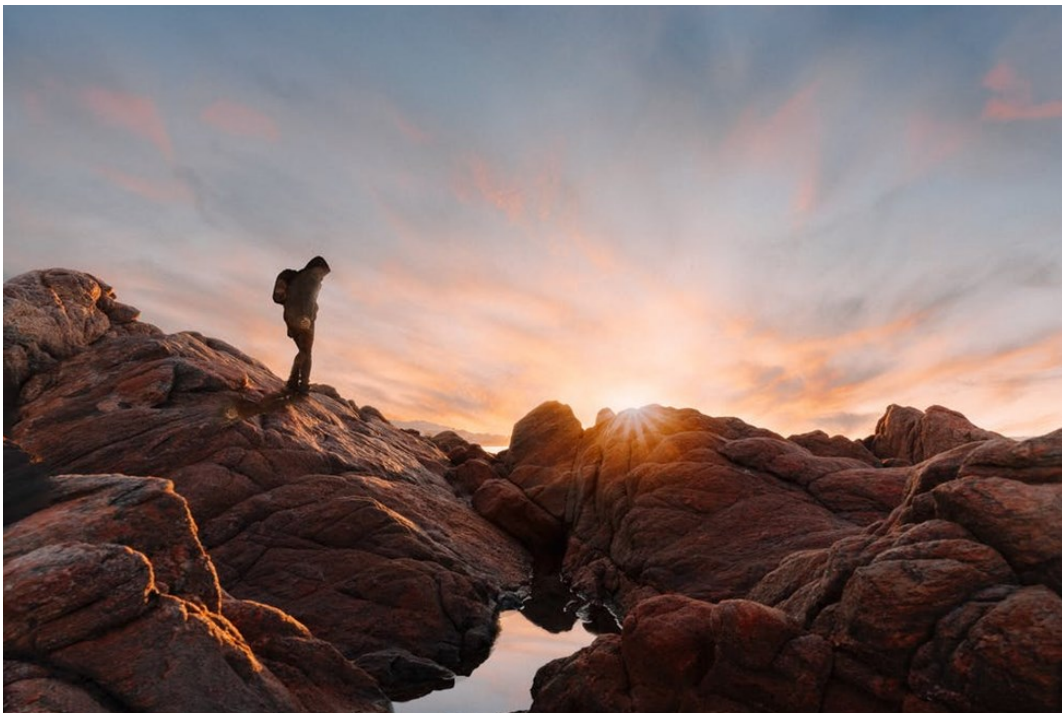
Checking for understanding: Remember that you are building familiarity by offering this connection between the visual and the word in the first language and in English, but there is no need to quiz children. Listen for and support the children to use the English and the first language version of the focus words as they retell the story and throughout the week as they participate in engagements that integrate this word in authentic conversations across content areas all week! You'll soon hear them using these complex words in meaning-filled and authentic conversation!



Nature/naturaleza (*nah-too-rah-lay-sah*): things in the world that are not made by us/ **lo que hay en nuestro mundo que no creamos nosotros**



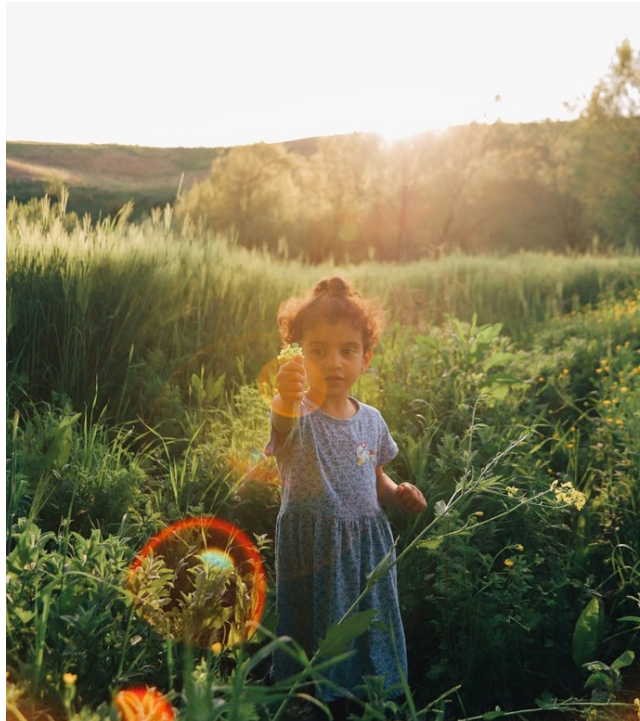
Hike/caminata (*kah-mee-nah-tah*): a walk where we observe the wonder of nature/ **caminar o andar para observar las maravillas de la naturaleza**



Inspire/inspirar (*in-spee-rah*): makes you want to do something/ **algo que te mueve a hacer algo**



Wonder / *preguntarse* (preh-goon-tahr-seh) (verb): to have questions about/
cuando tenemos preguntas sobre algo



Observe/ *observer* (ohb-sehr-bahr): to watch and notice how things are and
change/ *fijarse en las cosas a nuestro alrededor*



Connected/conectado (*coh-nec-tah-doh*): everyone matters; our choices change everyone's lives/ **cuando nuetsras decisiones cambian las vidas de los demás**



Ecosystem 2.0



Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

The Ecosystem Construction Measure – ECM 2.0

*Working Together to Construct a
Relationships-based, Language-
Centered Ecosystem*

Site Name

Name of person
completing ECM:

Role

Coach

Date

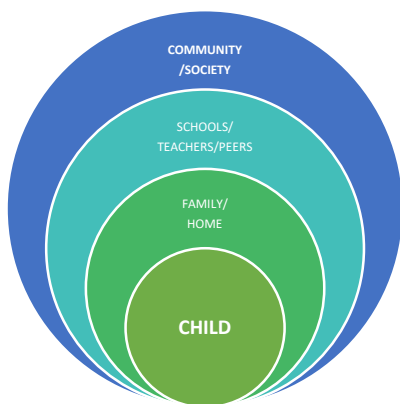
About the Ecosystem Construction Measure 2.0

Background and Purpose

The **Ecosystem Construction Measure (ECM 2.0)**, a tool intended for critical self-reflection and self-growth, supports the implementation of best practices leading to positive child outcomes, with particular focus on language and literacy development. Specifically, the tool serves to guide facilitators, instructional coaches, site directors, and other center staff to assess and monitor the **site-level** development of essential ecosystem elements that significantly contribute to the construction of a child's brain for reading and all learning. The ECM is **not** designed with an evaluative purpose in mind. Instead, it is intended to: (1) facilitate the focused observation of practices related to the elements; (2) support reflection, ongoing dialogue, and shared feedback on the status of each element; and (3) identify priority areas for improvement, goal selection, and action planning that further support ecosystem construction and growth.

The Ecosystem Model

The Ecosystem Model



Children's development is influenced by the multiple systems in which they exist, starting with their immediate home environment, and expanding to systems at the community and society level. All of these systems combine to create a complex web of possible influences, connecting child, family, and environment. In addition to the home and family, a child's development is impacted by childcare, school, caregivers, teachers, and peers; the economic and health conditions affecting the family; cultural values and norms; and political, economic, and social issues affecting a community. Together, all of these comprise the child's **ecosystem**.

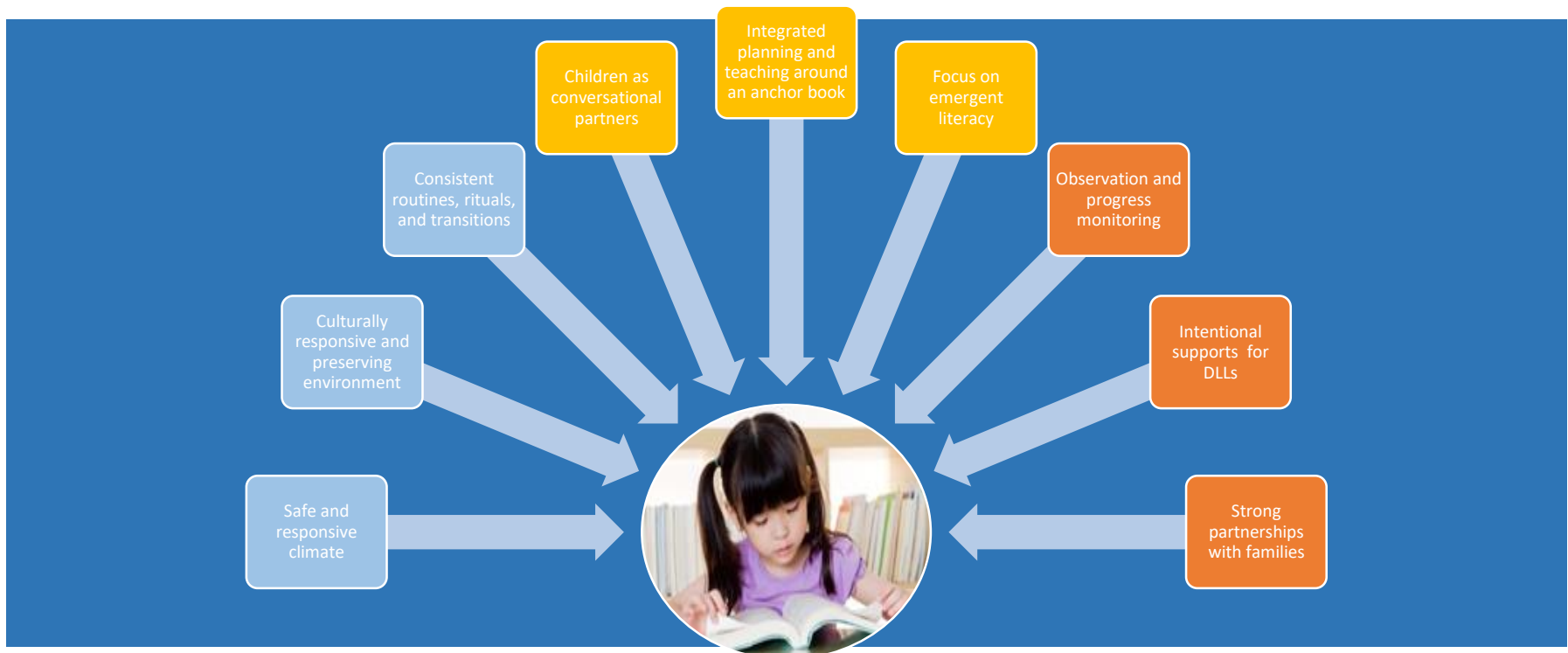
The **Ecosystem Construction Measure** focuses on one aspect of a child's ecosystem – **early learning environments in the first five years of life** - including the physical setting, learning and play materials, educational activities, adult-child interactions and relationships, and teachers'

classroom practices. Specifically, the measure looks at elements which significantly contribute to children's **language and literacy development** as a foundation for reading, recognizing that cognitive, social, and emotional development are deeply intertwined.



An Overview of the Essential Ecosystem Elements

Nine essential elements contribute to a language-centered ecosystem where children learn and thrive. They are summarized in the graphic below:



The Three C's: Element Clusters

THE CLIMATE ELEMENTS: Practices that support children's socioemotional needs for learning

Element 1 –practices that support language learning and use in the context of trusting and nurturing relationships, where all children feel safe to learn and engage with adults and peers.

Element 2 –practices that promote respect for all children, value and promote diversity, where all children see themselves represented and included, and all children learn to value others and appreciate differences.

Element 3 - practices that support children's socioemotional development and preparedness to learn, and through consistency and predictability throughout the day, support children's emotional safety and independence.

THE CONTENT ELEMENTS: Practices intentionally focused on promoting/developing language and literacy

Element 4 – practices that support language use for communication, the development of oral language, vocabulary and comprehension, and critical thinking in conversation and through storybook read alouds.

Element 5 – practices that create opportunities for children to extend their learning, to hear and practice vocabulary, and deepen their comprehension of concepts throughout the instructional day.

Element 6 – practices that build phonological awareness skills, alphabet knowledge, concepts of print, and emergent writing – to prepare future readers to benefit fully from formal reading instruction to come.

THE CONNECTIONS ELEMENTS: Practices focused on connections: with individual children to assess their progress; with dual language learners to support their learning and participation; and with families, to extend learning beyond the classroom and into the home.

Element 7 – practices that allow us to know how children are progressing/benefitting from their learning experiences and how we must adjust or refine teaching to be more effective in addressing their learning needs

Element 8 – practices that allow all elements to come to life for children who are developing in more than one language and/or for learning experiences to be equitable for them

Element 9 – practices that ensure that learning continues beyond the immediate classroom “bubble of life” and that families also are active co-constructors of this ecosystem or are part of the bubble.

Defining the Essential Elements

Element 1: Safe and responsive climate

Children learn and thrive in spaces where they feel safe, included, loved, and connected, where they are a part of a classroom community. In fact, research indicates that relationships with caring, responsive adults and positive experiences in the first years of life build strong brain architecture, leading to learning and healthy development in children. This element looks at the overall social and emotional quality of classrooms, the relationships between teachers and children, and how teachers establish and promote a positive climate for learning, reflected in their daily interactions with children. To create a safe and responsive climate, teachers make connections with children, are responsive to their needs, interests, and ideas, and take every opportunity to build trust and provide comfort and reassurance, through nurturing relationships that support learning.



Element 2: Culturally responsive and preserving environment

Culture is central to learning and a child’s sense of identity, and plays an important role in shaping children’s thinking. A culturally responsive and preserving environment takes into account children’s cultures, prior experiences, and frames of references to make learning experiences more relevant and effective for them. This validates and affirms children’s linguistic and cultural backgrounds, contributes to their sense of identity, and promotes equity, inclusion, and the development of empathy in all children. In a culturally responsive and preserving environment, teachers are aware that their classroom does not exist in

isolation of a larger social whole and take steps to familiarize themselves with the cultural subtleties that characterize the communities of the children and families in their classrooms. To create a culturally responsive and preserving environment, teachers systematically and authentically weave cultural aspects of children and families into the curriculum, activities, and surrounding environment, so all children see themselves reflected.

Element 3: Consistent routines, rituals, and transitions

Classroom rituals and routines rooted in care, connection, and predictability, give children a sense of stability and support their learning, independence, and confidence. This element looks for evidence of established routines and rituals for activities, a daily schedule which is consistently observed, well-defined centers and learning areas, and clearly signaled transitions with minimal disruption.

Element 4: Children as conversational partners - Building Language and Comprehension



Strong language abilities significantly predict children’s reading abilities later on. Language, an important foundation for reading, is the system through which we use spoken words to express knowledge, ideas, and feelings, and to make meaning of our world. It includes how words are created and put together, the meaning of words, and the language we use in different social contexts. Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. This element is focused on the support of children’s language (particularly vocabulary) and comprehension development, and looks at how teachers and other adults throughout the site engage children in conversation to promote learning, language development, comprehension, and critical thinking. When adults engage children as their conversational partners, they ask questions, invite and extend children’s responses, use complex vocabulary, serve as good language models, and take advantage of every moment of the day (arrivals, greetings, transitions, diaper changes, outside play, centers, story time) to engage children in powerful interactions.

Element 5: Integrated planning and teaching around an anchor book

Children benefit when they have multiple opportunities throughout the day to hear and practice what they’ve learned. When teachers make connections across the day, they are building comprehension, promoting rich vocabulary development, enhancing critical thinking skills, and building world knowledge – all while creating meaningful and memorable experiences for children. This element looks at the site’s approach to developing curricular experiences for children through the integration of all planning and teaching around a developmentally-appropriate anchor book with repeated reads, to provide children multiple opportunities throughout the day/week to continue their engagement with and use of key vocabulary and concept development supported through this anchor book.

Element 6: Focus on emergent literacy - Building Phonological Awareness, Alphabet Knowledge, Concepts of Print, and Expression through Writing

Well-developed skills in phonological awareness (awareness of the sounds of language), alphabet knowledge (knowing the letter names), concepts of print (rules of printed language) and emergent writing (young children’s first attempts to express themselves through writing) also contribute significantly to a solid foundation for literacy. This element considers the explicit inclusion of curricular experiences and developmentally appropriate activities that facilitate and support the development of these skills. Teachers plan and provide a variety of activities that intentionally focus on playing with the sounds of language, developing print awareness, recognizing and naming letters, and developing expression through writing.

Element 7: Observation and progress monitoring

Continuously observing children’s development, and systematically assessing or monitoring their progress provides teachers information about how and what children are learning, and helps them to teach more effectively and refine decisions about the type of instruction that works best with each child. This process also allows teachers to identify children who might have additional needs and may require more in-depth professional evaluation. This element takes a closer look at the site’s policies, procedures, and practices in place to actively and systematically monitor children’s progress in all areas of development (of particular interest, language and literacy). When a comprehensive progress monitoring system is in place, teachers have a well-articulated method for collecting and examining information on children’s progress, through observation and planned progress monitoring tasks, and use their findings to inform and adjust their teaching. Teachers also share what they learn with families, partnering with them to understand children more comprehensively and plan for necessary instructional supports.

Element 8: Intentional supports for dual language learners

Dual Language Learners are children learning and developing in more than one language. While they benefit from all other ecosystem elements, their development requires a special focus on additional supports, including the inclusion of their first language for learning, and consideration of where they are in the development of all their languages. This element looks at the site’s systematic efforts to support dual language learners through practices that enhance their learning and build on their strengths. Teachers are knowledgeable about dual language development and adaptations they must put in place to enhance DLLs’ learning. Children’s first languages are incorporated in the classroom for instructional purposes as much as possible, and intentional connections across languages are made throughout the day.



Element 9: Strong partnerships with families



Families are key partners in children’s development. Therefore, centers make explicit, ongoing, and systematic efforts to facilitate family engagement and participation. The site consistently positions families as active collaborators, views them as critical resources in their children’s learning, and engages in two-way communication, rather than only communicating primarily for information-sharing purposes, where teachers or leadership “offer” something to the families (e.g. parent education or information). Opportunities for engagement are based on families’ needs and desires.

Directions for How to Complete the Ecosystem Construction Measure

Step 1: Observe and gather information

The coach and site director or other designated individual(s) complete the measure independently, based on their knowledge of the site garnered through observation, informal and formal conversations, or other documentation. For coaches and site directors, it is important to observe all classrooms, take notes, and consider all you have observed and learned about the site as you attempt to render the most accurate rating. You will not be rating individual classrooms as part of the process.

Step 2: Reflect and prioritize

The coach and site director or other designated individual(s) connect, and collaborate to complete a summary for each the ecosystem elements. This summary helps identify discrepancies between the current and desired ecosystem construction status and set priority areas for the year.

Step 3: Take action

The coach and site director or other designated individual(s) jointly identify goals, and together develop an action plan that will provide focus to their energy and actions. The Joint Action Plan outlines specific steps to support goal attainment. It also serves as a means to hold partners accountable for what they have committed to do in support of each goal. The Joint Action Plan is reviewed monthly and goals may be updated at any time during the year, and additional action steps noted in the document. From these high-level goals, coaches work with teachers to set individual goals that align with the site-level goals.

Timeline for Completion

WHAT? What activity will be accomplished?	WHEN? When will it be completed?	WHO? Who is responsible for completing?
EARLY FALL – BEGINNING OF SCHOOL YEAR		
Observe in classrooms and independently complete measure, assigning ratings to all elements.		
Reflect on and discuss findings, and prioritize areas of focus.		
Identify goals and develop action steps		
Ecosystem Measure and Joint Action Plan completed		
THROUGHOUT THE YEAR		
Complete updates and revisions to plan on a monthly basis		
SPRING – END OF YEAR		
Observe in classrooms and complete Ecosystem Measure, finalize end of year ratings.		
Set tentative priority areas for following year.		

The Process

OBSERVE:

Gather information about ecosystem construction status through observation and other means; complete ratings

REFLECT:

Reflect on the information gathered and ratings assigned, collaborate to identify priority areas for improvement, and set goals

TAKE ACTION:

Develop an action plan to use as a roadmap, identifying concrete action steps and who is responsible for them

Guidelines for Making Decisions about Ratings

What the indicators mean

The **Ecosystem Construction Measure** is intended to assess the status of the ecosystem at the site-level, not at the classroom level. However, to complete a rating, coaches and others should consider their observations and other information obtained from **all** classrooms at the site. Ratings are on a scale of 1 to 3, with 1 as emerging, 2 as developing and 3 as established, and two midpoints, 1.5 and 2.5. These three points are somewhat fluid, with the understanding that even within any given element, different practice components may be at slightly different stages of development.

If a site consists of only one classroom, you may still use the ECM and consider the information for only that one particular classroom.

At the **Emerging** level, practices are rarely seen, not consistent, not uniform, or not grounded in a shared commitment and understanding across the site. Practices at this level often reflect challenges in implementation – there might be lack of awareness or understanding of the rationale and importance of the practice, or considerable lack of skill in its implementation.

At the **Developing** level, practices may be occasionally observed, or occur inconsistently or partially. At this level, adult skills or child experiences are often approaching some level of quality and fidelity, but this level is not always observed or observed only in some classrooms throughout the site. A developing status likely reflects developing adult buy-in about a particular practice.

At the **Established** level, indicators paint a picture of what you might see when high-quality practices are in place and all children experience that practice consistently. At this level, there is site-wide adoption of the practice and solid structures that support practice development. For many practices, established means that the site is continuously engaged in reflection and growth about what children need to thrive.

How ratings are assigned

Use the following guidelines to make decisions about the overall ratings you assign:

Assign this rating ...	If ...
1 - EMERGING	75% or more of classrooms at the site are considered emerging.
2 – DEVELOPING	75% or more of the classrooms at the site are considered developing.
3 – ESTABLISHED	75% or more of the classrooms at the site are considered established and there is no classroom considered to be emerging.

Assigning midpoint ratings (1.5, 2.5)

The midpoint ratings are particularly helpful when there is considerable variability or uneven development in the different practices that make up an element. Use the following guidelines to make decisions about assigning midpoint ratings:

Assign a 1.5 if the evidence for the element is a little more advanced than that required for emerging (1,) but not quite sufficient to qualify for a developing (2) rating

- You can assign a 1.5 if you note
- partial or incomplete evidence for a rating of (2), developing.
 - evidence that some indicators are at a (2), developing, but some remain at a (1), emerging.

Assign a 2.5 if the evidence for the element is a little more advanced than that required for developing (2), but not quite sufficient to qualify for an established (3) rating.

- You can assign a 2.5 if you note
- partial or incomplete evidence for a rating of (3), established.
 - evidence that some indicators are at a (3), established, but some remain at a (2), developing.

Conditions that Optimize Ecosystem Construction

For ecosystem construction to take off, sites must commit to certain foundational actions, or building blocks upon which the model is grounded. Of primary importance is the belief that everyone – leaders, teachers, other staff, families, and coaches - is an ecosystem co-creator and has an important role in the construction! Some of these commitments are general and some relate to specific essential elements. Below are actions that will ensure solid ecosystem construction that will place all children on a path to radical outcomes in language and literacy.

A. Building Blocks

Cox Campus Courses are the foundation and the professional learning of all staff is supported and facilitated.	
BUILDING BLOCKS FOR IMPLEMENTATION	ACTION REQUIRED
<p>All staff, including leadership, understand the importance of Cox Campus course content and its role in building capacity (enhanced by coaching) in language and literacy practices.</p> <p>All ecosystem co-constructors (directors, curriculum coordinators, instructional coaches, teachers, family support specialists) complete Cox Campus courses as determined.</p> <p>Staff participate in Cox Campus-related or Rollins-led professional learning opportunities.</p> <p>Staff make use of Cox Campus coaching tools (joint action plans, resources, community discussion.)</p>	<p>Site will develop a policy requiring all staff to complete Cox Campus courses.</p> <p>Examples of policy to be considered:</p> <ul style="list-style-type: none"> • <i>Build course completion requirement into new hire orientation and pre-service expectations.</i> • <i>Embed coaching and course completion check points into site performance review process.</i> • <i>Require course completion prior to start of new position.</i> <p>Site will facilitate staff participation in professional learning.</p> <ul style="list-style-type: none"> • <i>Protect time for staff to complete coursework and participate in training without children present, e.g., secure substitutes, plan staff work or PD days, or other suitable arrangements.</i>

Teachers have common planning time.	
BUILDING BLOCKS FOR IMPLEMENTATION	ACTION REQUIRED
Teachers who teach a particular age group, e.g., infants, preschool teachers, routinely come together for planning across classrooms at least one hour per month. <i>This is in addition to lesson planning efforts taking place within classrooms.</i> Note: Guidelines for common planning are available.	Site will protect time and facilitate teachers coming together to plan for all classrooms at each age level. Site will develop a method/procedure for sharing lesson and/or unit plans.
<i>There's a shared commitment to developing a data-driven culture.</i>	
BUILDING BLOCKS FOR IMPLEMENTATION	ACTION REQUIRED
A data-driven focus guides all work, where data are used to advance and refine practice, not for punitive purposes.	Site director or other designated individual will share data on ecosystem elements, teachers' skills or other with staff for purposes of reflection, not evaluation.

B. Commitments related to specific essential elements

<i>An anchor book that supports the theme and integrates learning is the foundation of all planning and instruction.</i>	
ESSENTIAL ELEMENTS FOR IMPLEMENTATION	ACTION REQUIRED
<p>An anchor book related to the thematic unit is used as a foundation to plan all learning activities.</p> <p>Book selection is made with consideration of the cultures and languages of the children enrolled at the site, making efforts to make selections that are available in various languages and reflect the cultures of the children.</p>	<p>Site will purchase set of anchor books sufficient for all classrooms at each age level.</p> <p>Ideally, all classrooms of the same age level within the site will use the same anchor book at the same time.</p> <p>Site will purchase books that reflect children's cultures and languages, or are available in various languages.</p>
<p>All lesson planning is done around the anchor book to ensure that curricular activities serve as extensions of learning and children have multiple opportunities to practice newly acquired vocabulary and concepts.</p> <p>Focus vocabulary and concepts selected from the anchor books are evident in lesson plans and reinforced throughout all learning activities.</p> <p>Children's understanding and use of these words and concepts are frequently monitored.</p>	<p>Site leadership will frequently and closely monitor lesson plans for quality and to ensure these actions are met.</p>

Children’s progress is monitored and assessed frequently, and results are used by teachers and others to refine instruction.

ESSENTIAL ELEMENTS FOR IMPLEMENTATION	ACTION REQUIRED
<p>Teachers’ ability to monitor children’s progress effectively, consistently, and accurately in language and literacy (and all areas) is a priority.</p>	<p>Site will designate a person to support teachers consistently on progress monitoring and data interpretation.</p> <p>For sites who use TSG and WSO: Site will monitor the timely completion and accuracy with which teachers complete ratings, including monitoring the quantity and quality of their documentation.</p>
<p>All teachers engage in frequent progress monitoring following established guidelines and use results to inform their instruction, or plan/make adjustments to learning activities.</p>	<p>Site will adopt comprehensive guidelines for progress monitoring and documentation of children’s progress.</p> <p>The guidelines will include specifics on frequency of observation and assessment, the specific areas to be monitored, and the frequency with which information is inputted into TSG and WSO (if in place at the site).</p>
<p>Teachers use a wide variety of language and literacy observation and progress monitoring tools linked to the RRFTS Expected Child Outcomes to inform their teaching, and use this information to guide their ratings on TSG and WSO (when applicable).</p> <p>We focus on monitoring the following key areas:</p> <p>Conversational Partner Capability – children demonstrate understanding of language, conversational skills, and engagement with others in interaction.</p> <p>Vocabulary – diversity in words understood and used in speech</p> <p>Story comprehension – listening and understanding stories, making inference, critical thinking, answering the WHY question ...</p> <p>Alphabet and Print knowledge – how print works, print made up of letters, letters combine to form words, etc.</p> <p>Sound Awareness – words broken into syllables and smaller sounds, etc.</p>	<p>Site will ensure that progress monitoring data are entered and updated regularly and accurately. These data must be available for reporting.</p> <p>Site will designate someone to support teachers’ instruction based on child outcomes data and best practices.</p>
<p>Teachers of dual language learners make efforts to learn more about children’s development in their first languages and include this information in the child’s overall developmental picture.</p>	<p>Site will make efforts to support dual language learners’ assessment in their first language as well as English, through the assistance of bilingual personnel, family participation, or other means, in order to ascertain where DLLs really are in their development.</p>

The learning environment is culturally and linguistically responsive and children’s first languages are integrated to support their learning and development.

ESSENTIAL ELEMENTS FOR IMPLEMENTATION	ACTION REQUIRED
All teachers are aware of children’s cultural and linguistic backgrounds and integrate this dimension in their classroom environments and learning experiences, in authentic and meaningful ways.	<p>Site will implement the Rollins Family Culture and Language Survey for all families enrolling in the center.</p> <p>Teachers will be responsible for giving out the survey and requesting that families complete independently or with assistance, in the first 6 weeks of school.</p> <p>Site leadership will monitor that this survey is completed by all families.</p>
Teachers use the information gathered through the Culture and Language Survey to develop a Classroom Language Plan based on the aggregate results of the survey.	<p>Site will monitor the completion of Classroom Language Plans.</p> <p>Site commits to supporting teachers in obtaining resources outlined in the classroom language plan, e.g., bilingual books, diverse materials, such as puzzles, cultural items for dramatic play, music, etc., that reflect the cultural and linguistic backgrounds of the children in the classrooms.</p> <p>Sites with large numbers of DLLs will make efforts to hire bilingual staff who speak the languages of the children, or at a minimum, a bilingual floater who can support various classrooms with first language of DLLs.</p> <p>Sites with large numbers of DLLs who share the same language will make efforts to group these DLLs in the same classroom and hire bilingual staff who share their language.</p>

Families are viewed as partners and are consistently engaged in the language and literacy development of their children.

ESSENTIAL ELEMENTS FOR IMPLEMENTATION	ACTION REQUIRED
Teachers and other staff regularly interact with families about ways to support children’s language, literacy, and learning.	Site will ensure that all staff serve as good conversational partner models for families.
Family support specialists (when available at site) will be trained in TWMB and expected to support teachers in building skills on coaching families to be their child’s conversational partner.	Family support specialists and teachers will complete TWMB training requirements.

Ecosystem Construction Measure

ECM ELEMENT 1: A SAFE AND RESPONSIVE CLIMATE				
RELATED COX CAMPUS COURSES: BMB, POL FOR I/T, POL PS/PK, SUPPORTING DLLS RFTS, CONNECTING THE DOTS FOR DLLS				
Description: Throughout the site, classrooms are welcoming, nurturing, and safe, and teachers are responsive to children’s interests and needs, displaying positive affect to build trust and effective relationships with children.				
Sources of evidence: Observations of interactions between children and teachers in classrooms				
Look fors and Exemplars: For detailed look fors and exemplary videos, please go to <i>The Ecosystem Essential Elements Defined</i> support documents.				
1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of a safe and responsive climate for children at this site.</p> <p>Teachers sometimes use negative language or a harsh tone of voice, conveying negative affect.</p> <p>Teachers rarely acknowledge children’s attempts to express ideas and infrequently demonstrate interest in children’s expressions.</p> <p>Teachers rarely appear responsive or tuned in to children’s needs and interests.</p>		<p>There is some evidence across classrooms of a safe and responsive climate for children at this site.</p> <p>Teachers occasionally welcome and value children’s voices and respond to their needs and interests, but there are still instances of lack of responsiveness to children.</p> <p>Staff occasionally acknowledge and value children’s voices, and are attuned to their interests, but the practice is inconsistent.</p> <p>Teachers occasionally display positive affect (smiles, warm tone, gestures) toward children, showing some level of verbal and physical affection.</p>		<p>There is strong evidence across most classrooms of a safe and responsive climate for children at this site.</p> <p>In most classrooms, staff consistently welcome and value children’s voices and respond to their needs and interests.</p> <p>When interacting with children, teachers consistently display positive affect, and engage in nurturing interactions throughout the day.</p> <p>Teachers consistently engage in responsive interactions as a means to build relationships with children and promote their learning.</p> <p>Teachers consistently relate to each child as an individual, treating them with respect and personalized attention.</p> <p>Teachers and other adults deliberately foster a climate where children’s expression of individual opinions and ideas is invited and valued.</p>
Rating:				
NOTES				

ECM ELEMENT 2: A CULTURALLY RESPONSIVE AND PRESERVING ENVIRONMENT

RELATED COX CAMPUS COURSES: POL I/T, DLL1, DLL2

Description: Cultural aspects of children and families are woven consistently and authentically into the curriculum, learning experiences, and surrounding environment.

Sources of evidence:

Classroom environment –cultural artifacts in centers; music, books, and materials reflect children’s cultures; photographs and posters reflecting children’s cultures and languages. Lesson plans reflect the incorporation of culture into activities and programming;

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of the integration of cultural elements in the site.</p> <p>Teachers/staff rarely are rarely aware of the languages and cultures of the children and families in the center.</p> <p>There is minimal reflection of children’s cultures and languages in classroom environments or throughout the site (physical environment and materials).</p> <p>There are minimal efforts to include culturally responsive and preserving activities in the curriculum and daily activities.</p>		<p>There is some evidence across classrooms of the integration of cultural elements in the site.</p> <p>There is no formal process in place for staff to gather information from families about their language and culture, but some staff are aware of some of the languages and cultures represented in their classroom.</p> <p>Staff knows many of the languages and cultures represented in their classroom, and there is some integration of aspects of the children’s languages and cultures, but efforts are inconsistent, uncoordinated, or limited to special days of the year.</p> <p>There are books, music, and some materials relating to some of the children’s cultures and languages evident in some classrooms.</p>		<p>There is strong evidence across most classrooms of the integration of cultural elements in the site.</p> <p>There is a systematic process in place to collect information from families about their culture and language, e.g., Family Language and Culture Survey.</p> <p>Staff use information obtained about children’s languages and cultures and consistently integrate some of these elements in daily routines (e.g., good morning song or greetings in different languages).</p> <p>Staff consistently partner with families to integrate elements of each child’s culture and language in classrooms and common spaces, (e.g., cultural traditions, artifacts, books, music, posters, puzzles, songs, greetings, props, materials, few key words and phrases in children’s first languages) all year long and in authentic ways.</p> <p>Staff frequently research and learn about characteristics and issues relating to the cultural backgrounds of children in their classrooms and their families.</p>
Rating:				
Notes				

ECM ELEMENT 3: CONSISTENT ROUTINES, RITUALS, AND TRANSITIONS

RELATED COX CAMPUS COURSES: POL, TALK WITH ME, RHYME W/ ME, MEANINGFUL CONVERSATIONS, CONNECTING THE DOTS FOR DLLS,

Description:

Intentionality and consistency in schedules, routines, rituals and transitions to give children a sense of stability and predictability that supports their learning, exploration, independence, and confidence.

Sources of evidence:

Observations in classrooms, lesson plans.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms that consistent routines, rituals, and clear transitions are in place at this site.</p> <p>There is no defined daily schedule or if it exists, it is rarely followed.</p> <p>Teachers rarely implement intentional and organized transitions to move or guide children from one activity to the next.</p> <p>Rarely are rituals incorporated in classroom experiences.</p> <p>Environment may seem chaotic at times.</p>		<p>There is some evidence across classrooms that consistent routines, rituals, and clear transitions are in place at this site.</p> <p>A daily schedule is set and occasionally or inconsistently followed.</p> <p>There is evidence of routines and some rituals that mark the day.</p> <p>Teachers occasionally implement intentional and organized transitions to move or guide children from one activity to the next.</p> <p>Children sometimes appear lost or unsure of expectations regarding transitions.</p>		<p>There is strong evidence across most classrooms that consistent routines, rituals, and clear transitions are in place at this site.</p> <p>A daily schedule is consistently followed in classrooms.</p> <p>Rituals and routines are consistent and focus on building community, fostering joy, and supporting learners in their contribution to the classroom community.</p> <p>Transitions are consistently used to promote an effective use of children’s time, ensure a positive learning environment, and offer opportunities to learn content (i.e., vocabulary, phonological awareness).</p> <p>Teachers consistently provide clear expectations as to what children can and should do during these different times of the day.</p> <p>Children participate in and may take leadership within routines, rituals, and transitions with minimal support due to the consistency of implementation.</p>
Rating:				
Notes				

ECM ELEMENT 4: CHILDREN AS CONVERSATIONAL PARTNERS: a focus on vocabulary and comprehension

RELATED COX CAMPUS COURSES: TALK W/ME, MEANINGFUL CONVERSATIONS, TRANSFORMING STORYTIME, POL PS/PK, SUPPORTING DLLS RFTS, CONNECTING THE DOTS FOR DLLS

Description: Throughout the site, teachers and other adults engage children in powerful interactions as their conversational partners, serving as rich language models to promote their language learning and development.

Source of evidence: Observations of Interactions between children and teachers and other adults at site.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of adults engaging children as their conversational partners at this site.</p> <p>Teachers and adults rarely engage in conversations with children or very infrequently do so to extend their learning.</p> <p>Teachers rarely serve as good language models (e.g., use complex vocabulary, complete sentences, narrate or expand what children say).</p> <p>Teachers rarely engage children in conversation during book reading.</p>		<p>There is some evidence across classrooms of adults engaging children as their conversational partners at this site.</p> <p>Teachers occasionally engage children in interactions that support and extend their learning.</p> <p>Teachers occasionally listen to children and acknowledge their contributions, but deliberate efforts to elicit children’s engagement are less evident.</p> <p>Teachers occasionally tune in to children, taking interest in what they are doing and commenting on it.</p> <p>Teachers occasionally serve as good language models, using complex vocabulary, complete sentences, narrating and expanding children’s responses.</p> <p>Teachers occasionally engage children in conversation during book reading.</p>		<p>There is strong evidence across most classrooms of adults engaging with children as their conversational partners at this site.</p> <p>Teachers frequently and consistently tune in, listen attentively to children, and create opportunities for them to share opinions and ideas, to expand their learning and language development.</p> <p>Teachers consistently serve as rich language models, using varied and complex vocabulary.</p> <p>Teachers consistently elicit and support children’s engagement in conversation, using complex vocabulary, asking questions, repeating, expanding and extending children’s responses.</p> <p>Teachers consistently engage children in conversation to facilitate critical thinking, problem solving, and making predictions.</p> <p>Teachers consistently engage children in conversation during storybook reading.</p>
Rating:				
Notes				

ECM ELEMENT 5: INTEGRATED PLANNING AND TEACHING AROUND AN ANCHOR BOOK –

RELATED COX CAMPUS COURSES: READ WITH ME 1&2, TRANSFORMING STORYTIME, BUILDING WORLD KNOWLEDGE, FOUNDATIONS OF LEARNING TO READ, EMERGENT WRITING, SUPPORTING DLLS RFTS

Description:
Curricular experiences for children are planned and presented in an integrated manner, linking to a developmentally-appropriate anchor book with repeated reads, to provide children multiple opportunities throughout the day to continue their exposure to key vocabulary and concepts associated with this anchor book.

Sources of evidence: Classroom observations, lesson plans, bulletin board, dramatic play center, and other learning centers.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of integrated planning and teaching around an anchor book with repeated reads at the site.</p> <p>There is rare or little evidence of teachers using an anchor book for planning connected activities for children.</p> <p>Activities and learning experiences reflected in weekly lesson plans rarely show a connection to an anchor book; activities are disconnected and do not center on developing specific vocabulary and conceptual understanding.</p>		<p>There is some evidence across classrooms of integrated planning and teaching round an anchor book with repeated reads at the site.</p> <p>A selected anchor book is occasionally used to create lesson plans for the week.</p> <p>Some opportunities are planned for children to experience activities where they can hear and practice concepts and vocabulary related to the anchor book but these are limited to particular parts of the day (e.g., story time and small group only) and inconsistently implemented.</p>		<p>There is strong evidence across most classrooms of integrated planning and teaching around an anchor book with repeated reads at the site.</p> <p>Multiple and varied opportunities to learn concepts and vocabulary, related to anchor book are consistently planned and presented.</p> <p>In addition to read-alouds of the anchor book, extension activities are consistently implemented throughout the day.</p> <p>The physical environment consistently reflects the theme of the anchor book (e.g., display of children’s art work, use of props and materials in dramatic play).</p> <p>In exemplary cases, a coordinated effort across the center for interactions around anchor book may be evident - (example: a school wide post-office is set up when the preschool/pre-k is reading <i>Letter to Amy</i>)</p>
Rating:				

Notes

ECM ELEMENT 6: A FOCUS ON EMERGENT LITERACY: Phonological Awareness (PA), Alphabet Knowledge, Concepts of Print, Emergent Writing

RELATED COX CAMPUS COURSES: RHYME WITH ME, FOUNDATIONS OF LEARNING TO READ, EMERGENT WRITING

Description: the explicit support of and inclusion of curricular experiences and developmentally appropriate activities that develop children’s phonological/phonemic awareness, alphabet knowledge, concepts and functions of print, and emergent writing, key foundational skills related to learning to read and write.

Sources of evidence: Observations of interactions between children and teachers in classrooms; lesson plans.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of a focus on emergent literacy at this site.</p> <p>Teachers rarely engage children in developmentally appropriate activities that explicitly support PA, alphabet knowledge, and concepts of print.</p> <p>There is often evidence of developmentally inappropriate practice (e.g., letters taught in connection with letter sounds (phonics).</p> <p>Teachers rarely include print-related concepts as part of sharing books with children.</p> <p>Classroom environments rarely have a variety of writing materials.</p> <p>Teachers rarely offer children opportunities for meaningful written expression.</p> <p>There may be a focus on handwriting and tracing letters or words rather than on writing for authentic purposes and meaningful expression.</p>		<p>There is some evidence across classrooms of a focus on emergent literacy at this site.</p> <p>Infants and Toddlers: Occasionally, there is focus on playing with the sounds of language through the use of songs, finger plays, and rhymes, but the efforts lack consistency.</p> <p>Teachers sometimes include attention to concepts of print in their responsive interactions around books (e.g., let’s turn the page, hold the book this way).</p> <p>Children have some opportunities to explore the letters of the alphabet through play.</p> <p>Preschool and Pre-K: Teachers occasionally engage children in whole/small group instruction on PA, alphabet knowledge, and concepts of print but the focus is inconsistent.</p> <p>PA is taught in an intentional progression, usually, but perhaps not always, separately from letter symbols.</p> <p>There are some writing materials available in classrooms and children are occasionally engaged in developmentally appropriate, meaningful writing experiences that develop expression by building on what children know and care about.</p>		<p>There is strong evidence across most classrooms of a focus on emergent literacy at this site.</p> <p>Infants and Toddlers: There is an intentional and consistent effort on playing with the sounds of language through intentional use of songs, finger plays, and rhymes.</p> <p>Teachers consistently include concepts of print in their responsive interactions around books (i.e. let’s turn the page, hold the book this way).</p> <p>Teachers offer children opportunities to explore the letters of the alphabet through play (older toddlers).</p> <p>Preschool and Pre-K: Teachers consistently and systematically include whole and small group instruction on PA, alphabet knowledge, and concepts of print, and frequently, take advantage of transitions as additional opportunities to develop these skills.</p> <p>PA is taught in an intentional progression with one skill building on the next, separately from letter symbols.</p> <p>A variety of writing materials are available throughout the classroom.</p> <p>Teachers offer and encourage engagement in developmentally appropriate, authentic writing experiences that develop expression of thoughts, feelings and ideas by building on what children know and care about. (e.g., whole group routines that demonstrate writing and offer opportunities to co-construct stories; small group activities that provide guided practice in writing; daily routines that integrate and celebrate children’s writing accomplishments (sign-in upon arrival, label drawings, create grocery lists or write prescriptions in dramatic play).</p>
Rating:				
NOTES				



ECM ELEMENT 7: OBSERVATION AND INTENTIONAL MONITORING OF CHILDREN’S PROGRESS

RELATED COX CAMPUS COURSES: TALK W/ ME, READ W/ ME, MEANINGFUL CONVERSATIONS, TRANSFORMING STORYTIME, BUILDING WORLD KNOWLEDGE, FOUNDATIONS OF LEARNING TO READ, EMERGENT WRITING, SUPPORTING DLLS RFTS

Description:
 Teachers frequently and intentionally observe children’s progress for purposes of monitoring their development and informing and planning instruction.
 NOTE: Indicators refer to classroom practices that support a center-wide comprehensive assessment system in place, e.g., TSG or WSO.

Sources of evidence:
 Observation of teachers practices in classroom; lesson plans; other classroom documentation, e.g., children’s portfolios; online assessment system in place.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of intentional monitoring of children’s progress at this site.</p> <p>There is no comprehensive system in place for monitoring children’s progress.</p> <p>Teachers rarely engage in informal observation and progress monitoring activities during different parts of the day.</p> <p>Teachers rarely document children’s progress.</p> <p>“One plan fits all” - Activities are rarely planned with regard to children’s individual developmental needs.</p> <p>Small groups are typically formed randomly.</p>		<p>There is some evidence across classrooms of intentional monitoring of children’s progress at this site.</p> <p>There is some sort of comprehensive system in place for monitoring children’s progress.</p> <p>Teachers occasionally observe and monitor children’s progress during some parts of the day and inconsistently document their observations.</p> <p>Documentation obtained from observation is occasionally used to plan or adjust instruction.</p> <p>Small groups are occasionally planned with intention, informed by and linked to children’s progress or abilities, but others occur at random.</p>		<p>There is strong evidence across most classrooms of intentional monitoring of children’s progress at this site.</p> <p>There is a comprehensive system in place for monitoring children’s progress.</p> <p>Intentional observation is used systematically and consistently across most classrooms in ways that shape future instruction.</p> <p>Preschool/Pre-K children are assessed with specific progress monitoring tasks and assessments, e.g. phonological awareness.</p> <p>Results of observations and monitoring determine how small groups are formed for instruction.</p> <p>Results are systematically shared with families and their input/perspective is invited.</p>

Rating:

Notes

--

ECM ELEMENT 8: INTENTIONAL SUPPORTS FOR DUAL LANGUAGE LEARNERS - SCORE ONLY IF DLLS ARE ENROLLED AT THE SITE

RELATED COX CAMPUS COURSES: DLL1, DLL2, AND EMBEDDED IN OTHER I/T AND PS/PK COURSES

Description: DLLs are intentionally supported through a variety of best instructional practices

Sources of evidence: Classroom observations of interactions between teachers and children; lesson plans, classroom and site physical environment; center policy and procedures manual;

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of the integration of supports for dual language learners at this site.</p> <p>There is no evidence of efforts to identify DLLs at the site.</p> <p>Teachers have little understanding of how dual language learning develops, where DLLs are in their English language development, or the need to support DLLs with intention.</p> <p>If teachers do use DLLs first language in the classroom, it is mostly for behavior management, rather than for instructional purposes in classrooms.</p> <p>Teachers rarely implement supports for DLLs and lesson plans do not evidence planning with DLLs in mind.</p> <p>There is no bilingual staff available in classrooms.</p> <p>Center policies strongly advocate the use of English only in classrooms or there are no policies explicitly noting practices supporting DLLs at the center.</p>		<p>There is some evidence across classrooms of the integration of supports for dual language learners at this site.</p> <p>There is some evidence of an effort to identify DLLs at the site.</p> <p>Teachers occasionally use some words (greetings, basics) in children’s first languages.</p> <p>Teachers are somewhat aware of DLLs’ level or stage of second language learning and begin to implement a few supports, but do so inconsistently (e.g., use first language, gestures, props, visuals, read stories in the children’s first languages, when possible).</p> <p>Bilingual staff incorporate children’s first language in lessons and in their interactions with DLLs.</p> <p>Center policies mention and promote the use of children’s first languages but efforts remain at the policy level and are not fully implemented.</p>		<p>There is strong evidence across most classrooms of the integration of supports for dual language learners at this site.</p> <p>There is a systematic method in place to identify DLLs at this site and for teachers to use this information effectively and responsively.</p> <p>Teachers consistently use some words in children’s first languages to advance their learning.</p> <p>Teachers are aware of DLLs’ level or stage of second language learning and consistently integrate supports (cross-language connections, gestures, props, or visuals) across the day.</p> <p>Lesson plans consistently show evidence of planning with DLLs in mind, e.g., show supports that will be used, or how DLLs will be afforded opportunities to experience their first language in the classroom through use of bilingual staff</p> <p>Bilingual staff engage in direct teaching experiences with DLLs in their first language.</p> <p>There are center-wide efforts to support DLLs through sharing of resources that support best practices, e.g., bilingual staff, bilingual book purchase, use of families and community volunteers.</p>
Rating:				
Notes				

ECM ELEMENT 9: STRONG PARTNERSHIPS WITH FAMILIES

RELATED COX CAMPUS COURSES: BMB, TWMB, SUPPORTING DLLS RFTS, EMBEDDED IN ALL COURSES

Description:

Families are viewed as partners and are afforded opportunities to engage/actively participate in their children’s language and literacy development.

Sources of evidence:

Classroom observation, center calendar, bulletin board, newsletter and other communications to families, site-wide planned activities, family literacy program, lending library.

Look fors and Exemplars: For detailed look fors and exemplary videos, please go to *The Ecosystem Essential Elements Defined* support documents.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
<p>There is minimal evidence across classrooms of efforts to engage families as partners in their child’s learning at this site.</p> <p>Families are rarely included as partners and teachers rarely engage with them around language and literacy practices.</p> <p>There are rare instances of interactions between site and home that specifically foster each family’s active participation in their children’s school-based language and literacy development.</p> <p>The site’s family engagement approach is more uni-directional as opposed to a partnership, e.g., families receiving information from site.</p>		<p>There is some evidence across classrooms of efforts to engage families as partners in their children’s learning at this site.</p> <p>There are occasional exchanges between site and home, including ways in which families and teachers can collaborate to support children’s language and literacy.</p> <p>Families are occasionally provided with understandable and useful materials to support and extend children’s practice of a literacy skill at home.</p> <p>The site occasionally plans events centered on children’s language and literacy and actively seeks families’ participation and leadership.</p> <p>The site occasionally seeks input from families regarding their children’s language and literacy development or regarding specific classroom or site-wide activities.</p>		<p>There is strong evidence across most classrooms of efforts to engage families as partners in their child’s learning at this site.</p> <p>Home support for language and literacy is considered integral to classroom-based program and goals.</p> <p>Consistent interactions occur between home and site including shared information about ways to support children’s language, literacy, and learning.</p> <p>Families are consistently provided with meaningful and intentional materials to support children’s language and literacy development and the caregiver’s facilitation of their children’s learning, e.g., focus words sent in advance, books shared, etc.</p> <p>Families are consistently encouraged to use community resources that contribute to children’s language and literacy, and efforts are made to connect them with those.</p> <p>Site has a lending library where families can check out books to read with children at home.</p> <p>Site consistently seeks input from families about their children’s language and literacy development and the program.</p>
Rating:				
Notes				

Ratings Summary

ECOSYSTEM ELEMENTS	RATINGS	
	Fall	Spring
1 – SAFE AND RESPONSIVE CLIMATE		
2 - CULTURALLY RESPONSIVE AND PRESERVING ENVIRONMENT		
3 - CONSISTENT ROUTINES, RITUALS, AND TRANSITIONS		
4 – CHILDREN AS CONVERSATIONAL PARTNERS		
5 – INTEGRATED PLANNING AND TEACHING AROUND AN ANCHOR BOOK		
6 – FOCUS ON EMERGENT LITERACY		
7 – OBSERVATION AND MONITORING OF CHILDREN’S PROGRESS		
8 – INTENTIONAL SUPPORTS FOR DLLS		
9 – STRONG PARTNERSHIPS WITH FAMILIES		
TOTAL RATING		
Note 1: Score #1-7 and #9 for all centers;		
Note 2: If no DLLs are enrolled at this site, do not score #8, and write N/A for this element.		
Highest RATING for the 9 elements is 27. Highest RATING for sites with no DLLs is 24.		

REVISED July 2021. Adapted from:

- CLASS – Classroom Assessment Scoring System – Teachstone
- ELLCO– Early Language and Literacy Classroom Observation – Miriam W. Smith, Joanne P. Brady, and Louisa Anastasopoulos, Brookes Publishing
- ELLCO-DLL Addendum – Dr. Dina Castro, University of North Texas
- HEAD START EARLY LEARNING AND KNOWLEDGE CENTER: Dual Language Learners Program Assessment (DLLPA)

Our Ecosystem Construction Joint Action Plan

THE CLIMATE CLUSTER	
Element 1: Safe and responsive climate – PRIORITY - If rating in this element is 2 or below, select for goal setting.	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
Element 2: Culturally responsive and preserving environment	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
Element 3: Consistent routines, rituals, and transitions	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
THE CONTENT CLUSTER	
Element 4: Children as conversational partners – PRIORITY - If rating in this element is 2 or below, select for goal setting.	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)

Element 4: Focus on emergent literacy	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
Element 5: Integrated planning and teaching around an anchor book – PRIORITY - If rating in this element is 2 or below, select for goal setting.	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
Element 6: Intentional observation and monitoring of children’s progress	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
THE CONNECTIONS CLUSTER	
Element 7: Observation and monitoring of children’s progress	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)
Element 8: Intentional supports for DLLs	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)

Element 9: Strong partnerships with families	
Where are we now? (state of affairs)	Where do we want to be? (the goal to work on)

Goal Priorities and Action Plan Steps

It is recommended that sites select up to 3 elements on which to focus improvement efforts for the year, considering the ratings observed. In the previous page, some priority elements have been identified. For *more support on writing goals, objectives, and action steps, please refer to the resource, Guidelines for Developing Ecosystem Goals and Action Plans, on Cox Campus.*

Goal Area 1: Goal Statement: ADD HERE			
Cox Campus Courses related to this goal	Who will complete?		By when?
On our way to our goal ... How will we get there? (objectives and action steps to achieve this goal)	What do we need? (Resources)	Who's responsible?	By when?
Objective 1:			
Related Action Steps: (can be multiple steps)			
Objective 2:			
Related Action Steps:			
Goal Area 2: Goal Statement: ADD HERE			
Cox Campus Courses related to this goal	Who will complete?		By when?
On our way to our goal ... How will we get there? (objectives and action steps to achieve this goal)	What do we need? (Resources)	Who's responsible?	By when?
Objective 1:			

Related Action Steps: (can be multiple steps)			
Objective 2:			
Related Action Steps:			
Goal Area 3: Goal Statement: ADD HERE			
Cox Campus courses related to this goal	Who will complete?		By when?
On our way to our goal ... How will we get there? (objectives and action steps to achieve this goal)	What do we need? (Resources)	Who's responsible?	By when?
Objective 1:			
Related Action Steps: (can be multiple steps)			
Objective 2:			
Related Action Steps:			

Ecosystem Construction Measure (ECM) End of the Year Summary

The purpose of this section is to capture your perceptions and feelings of progress at your site this year. It allows you to reflect a little more on the development of the ecosystem, as you have experienced it. Please take a few moments to think back on the work you and others have accomplished on ecosystem construction at this site. Respond to the questions below with these memories and impressions in mind. Your answers can be brief!

What are major accomplishments you would highlight to others in regards to the work experienced at this site this year?

In what specific area or essential element was significant progress noted? What do you think contributed to progress most?

In what specific area or essential element did this site experience the most significant challenge? What was the challenge? And in your opinion, what is causing the challenge?

Specifically, for coaches - thinking about your coaching activities at this site, what is one coaching success you would share?

What particular activity would have advanced ecosystem construction significantly at this site had it been possible?

The Ecosystem Construction Measure aligns with our efforts to advance a data-driven culture at Rollins and with our partners. Was this tool useful to you in your work this year at this site? Why or why not?

Other comments and reflections: