Get Set for School®

Correlations to the North Carolina Foundations for Early Learning and Development

LEARNING **Without Tears**®

Table of Contents

Curriculum Alignment Self Report

Publisher	Learning Without Tears
Curriculum Title	Get Set for School Complete PreK Program
Copyright date	2021
Grade level	Preschool (ages 3–5)

Contact Person	Lori Wilson
Address	806 W. Diamond Ave suite 230, Gaithersburg, MD 20878
Phone Number	301-841-9428
Email	Lori.wilson@lwtears.com

Thank you for your interest in providing licensed early learning and development programs a quality infant, toddler, and preschool curriculum. Please answer the questions below, then complete the chart describing how the curriculum aligns with NC Foundations for Early Learning and Development (NC FELDS). Also, describe how it aligns with the criteria for review. Include the title of the curriculum book and page number for reviewers to be able to validate your responses.

Describe how your curriculum articulates a theoretical and/or research-base for the approach and clearly demonstrate how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.
Include title of curriculum document and page numbers in your response:

The Get Set for School® Complete Pre-K Program, designed for children ages 3–5 years old, is supported by child-development research, theory, and practice from esteemed institutions and child development experts, including: the National Association for the Education of Young Children (NAEYC), the International Reading Association (IRA), the National Council of Teachers of Mathematics (NCTM), the National Institute for Early Education Research (NIEER), and the National Research Council (NRC). *Volume 1: Introduction to the Curriculum* includes a clear description of how the curriculum is supported by current, academic research and studies relevant to early childhood development with cited research and a corresponding bibliography (pp. 137–146).

Teacher- support materials and daily lessons provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. Specific research embedded in the curriculum and support materials is outlined in *Get Set for Readiness, Language, and Math: A Pre-K Roadmap for School Success*. The efficacy of the Get Set for School® Complete Pre-K Program is demonstrated in *A Proven Success in Preparing Pre-K Children for Kindergarten*, a study that followed students from six Pre-K classrooms in four schools with an experimental group of 36 children of different nationalities, native languages, and spoken languages who were taught using the Get Set for School® curriculum.

Describe and provide evidence of how your curriculum (Include title of curriculum document and page numbers in your response):

- **Presents concepts that are relevant to children's everyday experiences.**
  Response:

  In *Volume 1: Introduction to the Curriculum*, the scope and sequence of the Get Set for School curriculum provides an overview of the daily lessons with materials being used to teach the lesson in a developmentally appropriate progression (pp. 112–135). Throughout each day, critical thinking skills, such as reasoning, problem-solving, and experimenting are developed through a variety of real-world scenarios for whole groups, small groups, or individuals.

  Volume 2: Multisensory Lessons and Hands-On Learning creates learning opportunities through lessons and activities based on real-world needs and challenges and children's everyday experiences. Each unit is focused on a theme directly related to students' lives: *Get Set for School, My Body, Community & Play, Earth, Machines*, and *Animals*. Within each theme, the daily lessons are cross-curricular and integrated in an authentic way.

  Weekly lesson plans provide teachers with guidance on how to plan and prepare for the lesson and the materials needed for every lesson while considering the developmental readiness and prior learning of their students. Embedded within each lesson are questions and activities that engage students in discovery, experimentation, and hands-on learning. For instance, in Unit 4 (Earth), children learn about the concepts sink and float. First, they discuss how animals float on water, starting with ducks, and then they experiment with a variety of objects, making and testing predictions about whether they will sink of float (p. 241).

- **Supports children making choices and exploration.**
  Response:

  Get Set for School addresses physical, social, emotional, and cognitive skills, which are crucial for school readiness and will meet children where they are. Get Set for School uses play-based, interactive, and multisensory lessons to teach developmentally appropriate skills throughout the curriculum. Teachers are supported with clear materials such as music, texts, and hands-on manipulatives throughout the curriculum to facilitate instruction and enhance social-emotional development.

  Get Set for School lessons in Volume 2 provide opportunities for both teacher-led and student-led activities so that students have the opportunity to observe, collaborate, and work independently on an activity. Teacher-led activities and/or centers require instructors to be present. Child-led activities and/or centers are truly free-play centers or discovery play. They are designed for children to explore and interact with their peers as they discover and learn new concepts through exploration and play. The activities can be in a center, at a table, or on the carpet or another designated section of the classroom (Vol. 1, p. 41; examples: Vol. 1, pp. 70, 73, 89).

The Get Set for School Introduction to the Curriculum teacher's guide provides specific guidance for teaching multisensory activities both child-led and teacher-led activities. (Vol. 1, pp. 40–90).

Hands-on materials and developmentally appropriate tools embedded within the Get Set for School Pre-K Curriculum in both English and Spanish include:

- Sound Around Box™
- Line It Up story, letter, and picture cards
- A-B-C Touch & Flip® Cards
- 1-2-3 Touch & Flip® Cards
- *Mat Man® Book Set*
- Roll–A–Dough Letters®
- Stamp and See Screen®
- Magnetic Lowercase & Blackboard Set
- Wood Pieces for Capital Letters
- Blue Mat to use with Wood Pieces
- Laminated Capital Letter Cards
- 4 Squares More Squares®
- Tag Bags®
- Mix & Make Shapes®
- Word Time™ Word Cards
- Squawker the Parrot Puppet Teaching Assistant
- Magic C Bunny puppet
- Student Activity Books: *My First School Book, My First Lowercase Book, I Know My Numbers Booklets*, and *My Book*

- **Includes adaptations for children with disabilities.**
  Response:

  As of May 2021, the PreKITT and the Get Set for School Student Learning Apps include the following accessibility features to comply with Web Content Accessibility Guidelines (WCAG):

- Closed captions
- Ability to zoom screen and text (independent of regular browser zoom)
- Image and screen tagging to support screen readers

- • Support use of keyboard along with mouse
- • Appropriate color contrast for those with limited eyesight
- • Ability to play, pause, control sound volume
- • Ability to skip activities that a specific impairment may make impossible to complete

- **Includes family engagement strategies, such as promoting collaborations with families to plan individual learning experiences for children.**
  Response:

  The Get Set for School Complete Pre-K Program encourages family involvement to continue learning activities at home. At times, lessons will ask families to lend items from home to personalize activities and to facilitate the connection between home and school for children to celebrate diversity, multiple cultures, and traditions. We encourage daily and weekly communication between school and home. Teachers have resources for including families through parent letters, home link activities to review learning from the classroom, letter formation charts, and materials designed for individual lessons. The two hands-on materials, *My Book* and *I Know My Numbers* are designed to be initiated in school and be completed at home. In addition, there are online resources that parents or guardians can access and use at home with their children. (Individual student manipulative kits are available to send home with students or to use in the classroom and meet CDC Guidelines.)

- **Supports the development of children from diverse backgrounds, including dual language learners (See p. 151 of NC Foundations for Early Learning and Development).**
  Response:

  The structure of the Get Set for School program and materials equip teachers to provide scaffolds for English language learners (ELLs) through multiple classroom strategies. We provide explicit, systematic support for vocabulary with Oral Language lessons and strong support and focus on all the foundational literacy skills within the *Language & Literacy* lessons. During lessons and read-alouds, we ensure that children have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. Children are exposed to rich language daily through all the content area lessons.

  All *Language & Literacy*, *Readiness & Writing* and *Numbers & Math* lessons are organized with the themes of the curriculum. Lessons begin with words and actions that are introduced and then move on to more unfamiliar words and actions. The model used involves a predictable sequence of activities. Children's responses are guided by the questions presented to them and allow children opportunities to use their language to dive deeper into the meaning of the words. With time, teacher support, a structured classroom environment, and materials will cue them as to what they are to do.

Our classroom setup and classroom management tips give ELLs consistent structure in an environment that promotes positive social interactions. The use of program manipulatives in Lessons, Centers, and Circle Time are provided for each type of instructional activity that will take place. This support helps ELLs learn which activities take place in various parts of the classroom, during designated times of the day, and with specific materials.

The Get Set for School curriculum kit is available with Dual Language components. The full Spanish version offers a comprehensive literacy program, just as the English version does, with accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of language proficiency for ELLs who speak Spanish and other languages at home. The Get Set for School curriculum kit includes: 36 texts in the GSS Read Aloud Library that cover various genres and subject areas with bilingual and authentic Spanish texts, parent resources, teacher tools, resources, apps, assessments, and Mat Man Books—all offered in Spanish. The Get Set for School Read-Aloud Library (Volume 1) is available in English or Spanish, and both sets include some bilingual texts. Spanish language read-alouds offer trans-adaptation through language-rich books, helping students build knowledge in their home language.

All teacher tools, including resources for parents, are available in both English and Spanish; parents are encouraged to share materials from home when appropriate (See PreKITT: Change language to Spanish at the bottom of the left-hand navigation bar then go to any tool, resource, or app (e.g., Recurso: Tipo de Recurso: A Click Away: Carta de bienvenida al prekínder, Día de los patrones, etc). There are also additional materials to support ongoing language and literacy development in Vol. 1, Language & Literacy Multisensory Activities, pp. 44–53 and School-to-Home Connections, pp. 94–95.

Describe your curriculum's ongoing/formative assessment process for observing and documenting information related to individual children's level of development, current skills, and interests, and using that information to develop plans (experiences for children).
Include title of curriculum document and page numbers in your response:

Get Set for School Pre-K program provides formative assessments and suggestions for teachers to reteach and reinforce concepts and skills throughout the curriculum. Benchmark Assessments for evaluating students periodically, weekly Observation Checklists, and the Check for Understanding section within each lesson (at point of use) all prompt teachers to evaluate students' skills. Teachers can choose to revisit skills using teacher-led and student-led activities with manipulatives for targeted reinforcement in Language & Literacy, Readiness & Writing, and Numbers & Math.

Benchmark Assessments are tools to be used at the beginning, middle, and end of the school year to provide a snapshot of a student's behaviors, skills, and strategies at a single point in time. Language & Literacy Benchmark Assessments evaluate: letter recognition of capital and lowercase letters, words, and word parts, and children's ability to rhyme and to describe and compare nursery rhymes. Check Readiness Benchmark Assessments evaluate naming pictures, colors, shapes, letters, and numbers. Within the Check Readiness

assessment, children trace shapes, draw a person, and write their name. Numbers & Math Benchmark Assessments evaluate naming shapes and numbers; rote counting, object counting, and comparing; and understanding of positions, ordinal numbers, size, AB patterns, and measuring.

Classroom Observation Checklists are tools to be used on a weekly basis to monitor how a student is progressing toward achievement of specific skills. Using these checklists to conduct informal assessments provides the data to continually revise and redirect teaching to match the instructional needs of students. Observations of children can occur as they do any task during the school day. Get Set for School includes observational checklists in the following areas: Language & Literacy, Check Readiness, and Numbers & Math.

Teachers can use data from the Classroom Observation Checklists to differentiate instruction and to monitor student progress between the Benchmark Assessments. Teachers can also use the data from observation checklists to identify targeted instruction to provide during morning work, centers, etc. For example, teachers might provide additional activities from the Multisensory Activities & Centers in Volume 1 or add to and extend the lessons using the Support/ELL and Enrichment activities listed below each daily lesson. Teachers can keep a copy of all Classroom Observation Checklists and specific information about a child in portfolios in addition to work samples, observations, and assessments when meeting with parents or guardians.

Check for Understanding is included within each learning area at point-of-use (daily with each lesson) so that teachers can gauge student understanding of the learning goals and objectives as they teach. Teachers can use Check for Understanding cues throughout the day to help quickly evaluate what students understand and did not understand so teachers can immediately modify instruction and re-teach content.

Get Set for School assessment results assist teachers in knowing what their students' present level of performance is to guide instruction and to address Pre-K skills, including the areas of alphabet knowledge, phonological awareness, and number sense and operations. Teachers can access the Assessments, Checklists, and administration directions via the Assessment tab in the Pre-K Interactive Teaching Tool.

Does this curriculum provide implementation training for teachers (not a required criterion) <mark>Yes</mark>   No If so, describe:
Response:

Implementation training is available in-person or virtually. Our coordinators can help facilitate the appropriate schedule based on needs and budget. At Learning Without Tears, we believe that all students can learn when provided personalized instruction and strategies designed to meet their unique and diverse learning needs/abilities and when they are supported by targeted assessment. Similarly, with our professional development, we address the skills educators need to be successful in their classroom, or distant learning instruction, through personalized and peer learning that meets the diverse learning styles and needs of all adult learners. Learning Without Tears' professional development programs are designed to encourage attendee participation.

Learning occurs through hands-on experiences, reflection, note-taking, collaboration, and brainstorming in individual and peer group activities. Our trainings encourage active participation and willingness to share and ask questions to deepen participants' understanding of the content. The content is practical and applicable to classroom instruction with research supports when needed. Attendees are encouraged to facilitate learning activities with peers to practice and expand their own learning.

Learning Without Tears requires all trainers to use our curriculum with children of varying ages and abilities each day. Our trainers are not training theorists. They have years of practical experience implementing our curriculum in numerous learning environments. To become a certified trainer, they go through a minimum six-month certification process that includes annual review and recertification based on their continual use of our curriculum with children and their ability to facilitate impactful adult-learning training workshops.

Learning Without Tears' curriculum is driven by child development research, and the research used to develop the curriculum is shared throughout the training. During the training, as child development research and theory are shared, educators will learn what activities and lessons build specific skills in a child-friendly, developmentally appropriate way. In addition, trainers facilitate which learning sequence to use in their daily instruction to maximize the learning time and build important foundational skills.

Our training is offered onsite and/or virtually throughout the academic school year. For the remainder of 2021, all professional development will be offered both virtually and in-person. And to promote educator learning and curriculum implementation support throughout the school year, the Professional Development Hub provides customizable training with microlearning videos, access to live and on-demand webinars, classroom videos, and optional coaching sessions with our curriculum support specialists. Our professional development builds effective teachers and prepares them to deliver joyful, child-friendly learning experiences that encourage student participation and achievement. We also focus on methods to identify and strategies that support English Language Learners and how to challenge students that are ready to learn more.

Included in our fee-based professional development is a one-year subscription to the Professional Development Hub. Our Professional Development Hub supports adult learners by offering 24/7, on-demand, and customizable training opportunities suited to their needs. This is a 24/7 learning hub for educators who are using the Learning Without Tears programs with students. It provides yearlong, any-time-of-the-day access to get implementation answers, how-to videos on using the curriculum with students, and more. Our numerous training offerings, combined with our Professional Development Hub, provide orientation and follow-up training, along with other learning opportunities.

North Carolina Foundations for Early Learning and Development (NCFELD) Alignment Table	
Approaches to Play and Learning (APL)	
Domains, Subdomains and Goals	**How does the curriculum meet NCFELD Goals for Infants/Toddlers/Preschoolers?** Include title of curriculum document and page numbers. Please include one strategy the curriculum gives for teachers to use with infants and toddlers, and preschool children.
Example	NC FELDs goal APL-1: Children show curiosity and express interest, aligns with the suggested activity on page (page #s) in (title of curriculum), (title of referenced book within the curriculum). In group time the teacher has several items in a bag so the children cannot see the items in it. The teacher makes a variety of sounds using the items. Then, says "Those sounds we hear in our classroom. What are they? The curriculum instructs teachers to document in child portfolio the level of interest children show in figuring out what made the different sounds. Other activities which align with Goal APL1 are on pages (list page #s).
Curiosity, Information Seeking and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them. Goal APL-2: Children actively seek to understand the world around them.	
Strategy *Infants/Toddlers* Allows I/T to make choices of activities.	The Get Set for School® Complete Pre-K Program is designed for children ages 3–5 years old.
Strategy *Preschool* Provides examples of open-ended questions to encourage children to share ideas, what they like, dislike and enjoy. (e.g., What will happen when we add the water to the flour? Have you ever wondered where snow goes?	Throughout each day for preschool children, lessons encourage curiosity and problem-solving, both of which are developed through real-world scenarios and problems to solve as a whole group, in small groups, or as individuals. Children have many opportunities to engage in inquiry-based learning, where they are an integral part of the learning process. For instance, in a *Science* lesson named *Play the Ice Cream Relay Game*, children experiment with the size, weight, and speed of balls through a relay race, then discuss the results. Children are asked: "I have balls of different sizes and weights. This one is heavy, and this one is light. Let's roll them to see which one is faster and why?" (p. 179). In another *Science* lesson, children experiment with sound using musical instruments and are prompted to "experiment with the instruments and identify instruments that are loud and soft" (p. 215). Finally, children create their own instruments and then celebrate their work and have a parade.

	Problem-solving lessons engage whole group, small group, and individuals in tackling questions based on real-world problems, such as: the spread of germs and flu (Science, p. 149), bullying (Social Studies, p. 187), floating/sinking (Science, p. 241), recycling and the environment (Oral Language, p. 271, Social Studies, p. 273, Science, p. 277), how to create a tower out of blocks (Oral Language, p. 185), and more.
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play. Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Strategy *Infants/Toddlers* Suggests a variety of art and music materials when planning activities for children (e.g., jumping on bubble wrap).	
Strategy *Preschool* Promotes the integrated use of materials throughout activities and centers (e.g., Making play-dough - measurement/math; recipe/early literacy; and questions including predictions/science) Curriculum provides a variety of experiences to appeal to children who learn in different ways and supports children making choices. (e.g., Group interest is flowers. Real objects [flowers]; pictures;	The Get Set for School® Complete Pre-K Program integrates social-emotional competencies and emphasizes play into all aspects of the curriculum across learning areas (*Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science*, and *Social Studies*). In the Get Set for School program, children develop social-emotional skills through cooperative play and through explicit instruction in learning to take turns, greet one another, and share ideas. Teachers are supported by Get Set for School with clear materials such as music, texts, and hands-on manipulatives throughout the curriculum to facilitate social skill instruction and play and to enhance social-emotional development. Get Set for School songs help Pre-K children develop social-emotional skills, such as smoothly transitioning from one activity to another, recognizing emotions, having positive self-esteem, or cooperating. In Volume 1, *Introduction to the Curriculum* provides specific guidance for teaching child-led and teacher-led, multisensory activities to foster creativity, fine and gross motor skill development, and cognitive skill development. Child-led activities and/or centers are truly free-play centers or discovery play. They are designed for children to explore and interact with their peers as they discover and learn new concepts through exploration and play. The activities can be in a center, at a table, or on the carpet or another designated section of the classroom. (Vol. 1, pp. 41, 68, 70, 73, 89).

music; language activities; books; the outdoors; active play; quiet play and/or group activities are provided on flowers.)	In *Volume 2, Multisensory Lessons with Hands-On Learning*, play is integrated throughout lessons to teach letters and numbers and to develop fine and gross motor skills. These activities also provide suggestions for flexible grouping (e.g., whole, small, individual), and multiple types of practices (e.g., guided, independent, collaborative) to encourage exploration, discovery, and creative connections to lessons. Examples of games that encourage inquiry, creativity, and learning new concepts include: • Playing mystery letter games with dough (Vol. 1, p. 68) or with Capital Letter Wood pieces (Vol. 2, Numbers & Math, p. 31) • Using the Sound Around Box for discriminating words (Vol. 2, Readiness & Writing, p. 60), matching capital and lowercase letters (Vol. 2, Language & Literacy, 116), and learning new words (Language & Literacy, p. 200) • Building a traffic light, (Numbers & Math, p. 79), bridges (Vol. 2, Numbers & Math, p. 153; Science, p. 315), and towers (Oral Language, p. 185) • Pretending to be sound detectives (Language & Literacy, p. 20), costume designers (Oral Language, p. 169), animals (Science, p. 203), musicians, (Social Studies, p. 211), chefs (Social Studies, p. 223), and more
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences. Goal APL-6: Children use a variety of strategies to solve problems.	
Strategy *Preschool*	Throughout Get Set for School's Complete Pre-K Program curriculum, children are challenged to attempt new experiences through discovery experiments, investigating activities, and inquiry-based instruction and exploration. Children have authentic opportunities to develop their observation, questioning, problem-solving, and communication skills. Lesson examples include: • Developing observations and questioning of the environment (Vol. 2, Science lessons, pp. 27, 137, 253, 311, 323, 335; Oral Language lessons, pp. 243, 251) • Developing the ability to communicate ideas (Vol. 2, Science lessons, pp. 27. 39, 137, 179, 311, 375; Oral Language Lessons, p. 135, 139, 143) • Exploring with scientific tools (Vol. 2, Science lessons, p. 67, 179, 265, 301, 315, 339, 375) • Problem-solving to develop an understanding of themselves in their community (Vol. 2, Social Studies lessons, pp. 63, 187, 371)

Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative. Goal APL-8: Children maintain attentiveness and focus. Goal APL-9: Children persist at challenging activities.	
Strategy *Infant/Toddler* Provides suggestions of new items to add to environment for children to notice.	
Strategy *Preschool* Provides project ideas that are completed over the course of several days.	Throughout Get Set for School's Complete Pre-K Program children develop skills that are often initially challenging for them and require persistence as the skill is developed. The curriculum is constructed around a gradual release model where teachers first demonstrate with "I do," and then the whole class attempts the skill with "We do," and then individual children are given the opportunity to work independently with "You do". During child-led activities there are ongoing opportunities for children to take initiative and to develop skills further. For example, throughout the week in consecutive *Readiness & Writing* lessons, children first watch their teacher build a letter and then follow using: Wood Pieces for Capital Letters on Day 1 (p. 270), then Roll-A-Dough on Day 2 (p. 272), then the Stamp and See Screen on Day 3 (p. 274), then the Wet-Dry-Try Slate on Day 4 (p. 276), and finally by Tracing, Coloring & Drawing on Day (p. 278). The developmental progression of these lessons helps children persist as they develop critical letter recognition and writing skills. Although there aren't any projects that are developed over an extended period, teachers are encouraged to help children create a portfolio of their work so families and children can see their progression (Vol. 1, p. 65). Similarly, we recommend that teachers create portfolios of work examples that complement the Observation Checklists so that progress is documented across learning domains (Vol. 1, p. 95).

Emotional and Social Development (ESD)	
Goal ESD-1: Children demonstrate a positive self-identity and self-awareness. Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Strategy *I/T and Preschool* Curriculum promotes planning experiences based on children's current observed needs, abilities and interests. Provides instruction on taking anecdotal/observation notes. Curriculum promotes giving children choices as opposed to recommendations promoting center rotation or lists of children assigned to centers. Curriculum provides suggestions for family involvement.	As noted above in APL-3 and APL-4, Volume 1, *Introduction to the Curriculum* provides specific guidance for child-led activities and/or centers which are designed for children to explore and interact with their peers as they discover and learn new concepts through exploration and play (Vol. 1, p. 41). The activities can be in a center, at a table, or on the carpet or another designated section of the classroom. Teacher may choose centers to complement skills areas in specific lessons during a given week or to support students who may need to build skills identified within Observation Checklists. Child-led activities help children develop preferences and confidence as they explore and develop essential skills. (Individual student manipulative kits are available to send home with students or to use in the classroom and meet CDC Guidelines.) Suggestions include: • Roll–A–Dough - *Look and Find* small beads to develop fine motor skills; *Play and Create* with dough and random objects (Vol. 1, p. 68) • A-B-C Touch & Flip Cards – *Letter Hunt,* explore the room for letters on classroom objects (Vol. 1, p. 70) • 1-2-3 Touch & Flip Cards – independent exploration of counting, matching and sequencing (Vol. 1, p. 83) • Mix & Make Shapes – create shapes and designs, make pictures, build patterns (Vol. 1, p. 85) • Tag Bags – toss, sort, arrange and design using key words such as color names (Vol. 1, p. 89)
Developing a Sense of Self With Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	

Goal ESD-4: Children form relationships and interact positively with other children. Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Strategy *Preschool* Curriculum provides positive behavior management strategies.	The Get Set for School activities help children to develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self-esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes, but is not limited to: greetings, identifying friends, friendly behavior, similarities and differences between people, learning how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc. Lesson examples include: • Ask and respond to simple questions (Vol. 2, Language & Literacy, p. 12) • Learn how to greet people (Vol. 2, Readiness & Writing, pp 12) • Shake hands (Oral Language, p. 13; Readiness & Writing, p. 16) • Recognizing their own name and friends' names (Vol. 2, Language & Literacy, p. 52) • Take turns and follow directions, (Vol. 2, Oral Language, pp. 45, 69) Throughout all lessons and read-alouds, we ensure that children have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. Teachers are prompted to observe and ask children questions as they work in groups and independently. Throughout Oral Language lessons, Squawker a puppet parrot asks children questions. For example: • "What is your name? People have names. What else can have a name? Our Helper's name is _____. Do you know anyone else with that name?" (Vol. 2, p. 21) • "We pass out snacks or papers. What else do we pass? We share to let people know we enjoy what we have. What else can we share?" (Vol. 2, p. 37) • "We can point to pictures in a book. What else can we point to? We can say words in a loud voice or soft voice. What other ways can you say words?" (Vol. 2, p. 73)

Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings. Goal ESD-7: Children recognize and respond to the needs and feelings of others.	
Strategy *Infants/Toddlers* Provides examples of using supportive language to teachers to accept toddler mistakes as a natural process of learning and exploring.	
Strategy *Preschool* Provides examples of phrases for teachers to use to encourage children to express their feelings, take appropriate action and notice the feelings of other children (e.g., Words for conflict resolution).	Get Set for School helps children identify and manage their feelings throughout the curriculum. Identifying feelings is taught directly with the support of read-alouds and resources such as Feeling Face Cutouts (PreKITT Resources). Children learn to understand and use language to express their feelings, thoughts, and observations. Lesson examples and prompts include: • Remembering: "Can you remember a time when you were happy?" (Vol. 2, Oral Language, p. 111) • Identifying emotions in a story: "How do you feel when you're eating? How does Miss Muffet feel?" (Vol. 2, Language & Literacy, p. 118) • Making personal connections: "How do you feel on your birthday (happy, excited, etc.)? How do you think Isabel feels?" (Vol. 2, Language & Literacy, p. 142) • Exploring real and pretend animals: "Have children discuss how pretending to care for a pet made them feel." (Vol. 2, Science, p. 191) • Listening to lively and sad music: "Lively songs make you want to dance. What makes you feel lively? You feel sad when you lose your favorite toy. What else makes you feel sad?" (Vol. 2, Oral Language, p. 213) • Describing a problem and a solution: "What was Miss Muffet's problem? How did she fix it?" (Vol. 2, Language & Literacy, p. 316)

Health and Physical Development (HPD)	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits. Goal HPD-2: Children engage in active physical play indoors and outdoors. Goal HPD-3: Children develop healthy sleeping habits.	
Strategy *Infants/Toddlers* Infants promote breastfeeding, and feeding based on cues rather than a schedule. *Toddlers* Ask families to share sleep routines and used it in child-care when possible.	
Strategy *Preschool* Provides a sample schedule which includes times for eating, child choice (active and quiet), nap, and physical activity both indoors and outdoors or provides appropriate guidance on creating a schedule. Guidance should include: schedules are predictable, but flexible and responsive to the needs of children.	The Get Set for School program includes 36 weeks of lessons for full-day preschools with 5 days per week of instructional time. To accommodate other preschool models, Volume 1, *Introduction to the Curriculum* provides an Example Schedule and Alternate Pacing Guide for half-day preschools, three-day preschools, or preschools with less than 36 weeks in their school year (Vol. 1, p. 136). For these modified instructional schedules, we recommend that teachers follow the Get Set for School Scope & Sequence for Monday, Wednesday, and Friday (Vol. 1, pp. 112–135) and add Science or Social Studies lessons from Tuesdays and Thursdays when possible. Both the half-day and full-day models include scheduled time for: • Arrival/welcome • Circle time, music, and movement whole group time • Free play centers • Teacher-led Language & Literacy, Readiness & Writing, or Numbers & Math small group time • Teacher-led Oral Language, Science, Social Studies whole group time • Rotating free play centers in small groups • Recess/gross motor play • Lunch • Rest time • Closing Circle

	Lesson examples in Volume 2 that address healthy eating habits include: • Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 219, 245 • Numbers & Math, p. 227 • Science, pp. 227, 229, 253 • Oral Language, pp. 221, 225 • Social Studies, pp. 19, 223, 229 Lesson examples in Volume 2 that address healthy sleeping habits include: • Numbers & Math, p. 41 • Oral Language, p. 263 Lesson examples in Volume 2 that support outdoor play and exercise include: • Week At-A-Glance, Suggestions for 3-Year-Olds, p. 218 245 • Language & Literacy, pp. 110, 240, 338, 350 • Science, p. 79, 147, 227; Enrichment, p. 389 • Social Studies, pp. 19
Motor Development	
Goal HPD-4: Children develop large muscle control and abilities needed to move through and explore their environment. Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Strategy Infant/Toddler Encourages caregivers to play with infants and toddlers both indoors and outdoors.	

Strategy *Preschool* Curriculum integrates adaptation recommendations for children with different ability levels, including disabilities, throughout the curriculum.	Lessons throughout the 36-week curriculum include opportunities for learning and play inside and outside the classroom and for developing both fine motor skills and gross motor skills across domains. *Readiness & Writing* and *Numbers & Math* develop fine motor skills, learning to hold a crayon, introducing Wood Pieces to help children learn body parts, position words, and the vocabulary to describe capital letters and numbers. We follow expert recommendations for a developmental progression that incorporates a range of activities and teaching strategies to support emerging handwriting skills. Through play and explicit instruction, children progress through the following eight domains: readiness, drawing, colors and coloring, alphabet knowledge, pre-writing, and writing uppercase letters and lowercase letters. The Get Set for School program is structured around the research-based sequence of letters that best support fine motor development in children. Fine motor skills are addressed throughout the Get Set for School curriculum and specifically in the Teachers' Guide: *Introduction to Curriculum:* • Developmental Teaching (Vol. 1, p. 16) • Teaching Crayon Grip (Vol. 1, pp. 57 – 60) • Capitals on Door: Tips (Vol. 1, pp. 71) • Use of Tags Bags – opening buttons, zippers, snaps, etc., (Vol. 1, pp. 88–89) • Numbers and Math (fine motor) (Vol. 1, p. 127) • Readiness and Writing (variety of writing tools and surfaces), (Vol. 1, pp. 92, 112, 130, 438) For example, the program uses the "My Turn/Your Turn" approach of modeled writing. First, during the teacher demonstration, students are instructed by the teacher to: "Wait, watch me. My turn first." The teacher demonstrates, and then students are asked to imitate throughout lessons. For example: • Building letters – My Turn/Your Turn (Vol. 2, *Readiness & Writing* Lessons, e.g., pp. 72, 74, 76, 78, 80) • Building numbers – My Turn/Your Turn (Vol. 2, *Numbers & Math* lessons, e.g., pp. 221, 225, 229) Science, Social Studies, and Oral Language lessons, in particular, engage students in a variety of gross motor skill development as they learn concepts such as: • Push/pull (Vol. 2, *Science*, p. 339; *Oral Language*, pp. 115, 283, 345) • High/low (Vol. 2, *Oral Language*, pp. 91, 303; *Science*, pp. 93, 375) • Empty/full (Vol. 2, *Oral Language*, pp. 139, 333). *Language & Literacy* incorporates Letter Limbo at various times to make letter learning fun and physical (Vol. 2, pp. 240, 242, 338, 350).

Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs. Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Preschool	As children learn through play and exploration, we include self-care routines and care for the environment as part of learning. Unit 2, My Body, includes good hygiene practices, including: • Brushing teeth and flossing (Vol. 2, Oral Language, p. 123; Science, p. 125) • Germs and cold and flu prevention (Vol. 2, Oral Language, pp. 147, 151, 155; Science, p. 149) • Making healthy choices (Vol. Science, p. 227). The curriculum targets health awareness activities integrating group activities, drawing, and dramatic play about: • Healthy eating (Vol. 2, Week At-A-Glance, Suggestions for 3-Year-Olds, pp. 219, 245; Language & Literacy, p.18; Numbers & Math, p. 227; Science, pp. 227, 229, 253; Oral Language, pp. 221, 225; Social Studies, pp. 19, 223, 229) • Sleep (Vol. 2, Numbers & Math, p. 41; Social Studies, p. 19; Oral Language, p. 263) • Safety rules (Vol. 2, Social Studies, p. 175 Language & Literacy, p. 388; Oral Language, pp. 77, 119, 147; Social Studies, pp. 175, 347, 351; Science, p. 449) In addition, Science and Social Studies lessons throughout Get Set for School cover themes of: • Community (Vol. 2, Social Studies, p. 31) • Basic geography (Vol. 2, Social studies, p. 75) • Care for plants (Vol. 2, Science, p. 253; Oral Language, p. 255), animals (Vol. 2, Science, p. 191), and the environment (Vol. 2, Oral Language, p. 271). Children have authentic opportunities to develop their observation, questioning, and communication skills when learning about these topics.

Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Preschool	Throughout the curriculum safety rules and practices are modeled, discussed, and practiced. For example, students learn about: • Safe use of classroom supplies (Vol. 2, Oral Language, p. 49) and kitchen knives and peelers (Vol. 2, Science, p. 221) • Wearing a helmet to protect your head (Vol. 2, Oral Language, Enrichment, p. 119) • Safely caring for animals (Vol. 2, Science, p. 191, 449) • Crossing the street safely with a crossing guard and attending to signs (Vol. 2, Social Studies, pp. 175, 347) • Riding trains safely (Vol. 2, Social Studies, p. 351)

Language Development and Communication (LDC)	
Learning to Communicate	
Goal LDC-1: Children understand communication from others. Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood. Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Goal LDC-5: Children describe familiar people, places, things, and events. Goal LDC-6: Children use most grammatical constructions of their home language well. Goal LDC-7: Respond to and use a growing vocabulary.	
Strategy *Infants and Toddlers* Curriculum includes songs, rhymes, and finger plays with infants and toddlers in English and other languages.	
Strategy *Preschool* Curriculum includes new vocabulary words and definitions which are reinforced repeatedly throughout daily routines and experiences.	Guidance is provided to develop speaking skills one-on-one and in small and large groups throughout the curriculum. However, communication skills are specifically addressed through the Oral Language lessons using Word Time. The activities lay a foundation that encourages all Pre-K children to develop intellectually, socially, emotionally, and physically. Materials follow a progression of language development that is age and sequentially appropriate and builds in gradual release of skills: Vocabulary development activities are provided at first to expand students' understanding of the school

day. Vocabulary lessons begin with familiar concrete word experiences in which many children have background knowledge and then expand that knowledge with hands-on and active lessons. Familiar concepts such as new/old (Vol. 2, Oral Language, p. 17) or look/listen (Vol. 2, Oral Language, p. 25) occur in weeks one and two and then progress to more complicated and unfamiliar words such as steep/level in week 27 (Vol. 2, Oral Language, p. 337) or perch/paddle in week 34 (Vol. 2, Oral Language, p. 419).

Word Time boosts children's vocabulary, thinking, and speaking skills in a way that elicits joyful participation. The activities make learning fun and accessible for all children. Each oral language lesson follows a similar format that involves Word Cards and Squawker (the parrot puppet teaching assistant) (Vol. 1, pp. 24–25, 46–47). Lessons are organized so that on Day 1 of each week the focus is action verbs (e.g., Vol. 2, p. 209), Day 3 – adjectives (e.g., Vol.2, p. 213), and Day 5 – asking and answering questions (e.g., Vol. 2, p. 217). Children physically express concepts such as walking slowly or skipping lightly so that adjectives and adverbs go from being abstract concepts to real world experiences. The teacher introduces objects or pictures, and children touch them, point to them, and say what they are. Through the "I Say, We Say, You Say" approach of lessons, children develop both listening and speaking skills.

Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning. Conversation between classmates is encouraged in many of the directly taught lessons (Vol. 2, Language & Literacy, p. 94). These lessons are designed to enrich and expand understanding of spoken vocabulary, practice using vocabulary accurately, and provide a vocabulary-rich classroom climate in which children can begin to use new words independently and speak using complete sentences without teacher direction.

Math lessons promote learning and using new vocabulary. Examples include:
- Counting with the vocabulary words like "scarves" (Vol. 2, Numbers & Math, p. 51)
- Sorting geometric shapes and learning the words "side", "straight" and "corner" to describe their attributes (Vol. 2, Numbers & Math, p. 95)
- Graphing concepts such as "rows" (Vol. 2, Numbers & Math, p. 297)

Science activities often include reinforcement of vocabulary taught in other content areas. For instance, a science lesson that compares the lengths of birds' legs using "long", "short", "more", and "less" (Vol. 2, p. 437) reinforces a previous Numbers & Math lesson where children learn "longest", "shortest", "more" and "less" in the context of graphing numbers of animals (Vol. 2, 435). The continuity between lesson plans helps authentically reinforce concepts taught in many content areas.

Foundations for Reading	
Goal LDC-8: Develop interest in books and motivation to read. Goal LDC-9: Comprehend and use information presented in books and other print media. Goal LDC-10: Children develop book knowledge and print awareness.	
Strategy *Infants and Toddlers* Includes suggestions of how to read and share books with small groups of infants and toddlers every day. Provides guidance on how to talk about pictures and read simple stories.	
Strategy *Preschool* Provides age-appropriate fiction and non-fiction books and/or a list of titles that stimulate children's curiosity for a variety of subject areas. Include stories that reflect dual language and predictable text. Provides multicultural books and/or a list of titles to help children develop an understanding of individual differences and similarities (e.g., culture, race, age, gender, sociocultural experiences, disabilities, non-stereotypical).	Communication skills and story-telling are critical in the Pre-K environment because they form the foundation for reading comprehension, writing, and comprehension of social studies and science. Read-alouds occur mainly in Language & Literacy and Oral Language lessons but also across domains in Science and Social Studies. Our curriculum provides guidance for teachers to incorporate fun read-aloud activities that cover a range of student interests and use purposeful environmental print throughout the classroom (Vol. 1, Book Centers & Read-A-Louds, pp. 42–43). Children have multiple opportunities to listen to texts, ask questions, and answer questions. Children make meaning from texts that are read to them through the model: "I do it, We do it, You do it," and through reciprocal teaching which often takes the form of dramatic play or retelling a story (Vol. 2, Language & Literacy, pp. 122, 168, 264, 434; Enrichment, p. 432). In Get Set for School, children learn the following concepts about print skills: • Distinguishing print from pictures (Vol. 2, Language & Literacy, p. 16; Numbers & Math, p. 409) • Recognizing book parts (Vol. 2, Language & Literacy, pp. 24, 28, 32) • Following text from left to right (Vol. 2, Language & Literacy, pp. 36, 48, 88) • Recognizing names (Vol. 2, Language & Literacy, p. 12; Oral Language, p. 21; Readiness & Writing, p. 66) • Distinguishing letters, words, and sentences (Vol. 2, Oral Language, p. 21; Language & Literacy, p. 72) • Recognizing signs (Vol. 2, Social Studies, pp. 175, 347; Language & Literacy, p. 388)

	Our Get Set for School Read-Aloud Library is incorporated throughout the curriculum and supports teachers connecting texts to children's experiences at home and school. Throughout Get Set for School curriculum, children will engage with a variety of high quality, appropriately-leveled texts of all types and genres that span across a variety of content areas (Vol. 1, Book Connections pp. 97–101; Books All Year, pp. 102–105). Children will explore new places, discover new ideas, and learn about new and exciting characters through engaging nursery rhymes, fairy tales, finger plays, songs, poems, fiction, and nonfiction texts.

We offer additional book title suggestions for teachers to add to their classroom libraries that are connected to the Get Set for School Pre-K Program units, content, and Pre-K standards (See Vol. 1, Book Connections, pp. 97–101) and to Social-Emotional Learning (SEL) (Vol. 1, Books All Year, pp. 103–105). More book titles and suggestions are made throughout the curriculum in activities and in Suggestions for 3-Year-Olds. The resources listed above are available in the English and Spanish sets of materials.

Specific examples of lessons where teachers will connect texts to children's experiences at home and school occur across the curriculum in:

1.   Language & Literacy Lessons (Vol. 2, pp. 30, 184)
2.   Numbers and Math Lessons (Vol. 2, pp. 13, 131)
3.   Social Studies Lessons (Vol. 2, pp. 187, 211)
4.   Science Lessons (Vol. 2, pp. 167, 227)

The Get Set for School Language & Literacy program uses a hands-on approach to integrate print awareness, reading readiness, and comprehension. Children build language skills in context so that new letters and symbols (Vol. 2, Social Studies, pp. 175, 347; Language & Literacy, p. 388) and words (Vol. 2, Oral Language lessons throughout) have meaning and relevance. |
| Goal LDC-11: Develop phonological awareness.
Goal LDC-12: Develop knowledge of the alphabet and the alphabetic principle. | |
| **Strategy**
Infants and Toddlers
Curriculum includes strategies to ask simple questions and make comments about books to start | |

conversations with children. Talk about similar things that young children may have experienced. ("Do you have a pet?" "What did you see at the zoo?") Welcome and encourage children's questions too!	
Strategy *Preschool* Curriculum includes strategies for promoting phonological awareness, print and alphabet knowledge within daily conversations, activities, and routines (e.g., playful experiences, songs, rhymes, poems, books).	Literacy lessons support the emergence of phonological awareness and knowledge of the alphabet (capital letters first followed by lowercase letters). Children develop phonological awareness with: • Rhyme (Vol. 2, Language & Literacy, pp. 76, 78, 110, 114, 126, 134, 146, 150, 238, 248, 250, 308, 316, 320, 336, 348, 352, 384, 432; Numbers & Math, pp. 73, 77, 101, 103, 105, 107, 110, 125, 127, 129, 147, 149, 153, 169, 198, 203, 205, 221, 223, 225, 229, 249, 255, 271, 273, 279, 295, 297, 303; Social Studies, p. 297) • Beginning/ending sounds (Vol. 2, Language & Literacy, p. 38) • Syllables song, "Syllable Sound-Off" (Vol. 1, p. 52; Vol. 2, Language & Literacy p. 270, 282, 286, 324, 448) • Digraphs and syllabication (Vol. 2, Language & Literacy, pp. 50, 270, 274, 282, 286) • Compound words (Vol. 2, Language & Literacy Lesson, p. 220), and many other opportunities to identify, synthesize, and analyze sounds. Get Set for School teaches the alphabet and alphabetic principles in a developmentally appropriate progression recommended by child development experts. We teach children to identify capital and lowercase letters by sight and by name. Children learn how these letter symbols work together to form printed words that have meaning, and they understand how printed words relate to spoken language. Get Set for School's alphabet knowledge lessons are grounded in research. Children learn the following alphabet knowledge skills: • Distinguish letters from pictures (Vol. 2, Language & Literacy, p. 16) • Recognize letters and position letters (Vol. 2, Language & Literacy, pp. 36, 48, 88, etc.) • Recognize letters in name and identify letters in name (Vol. 2, Language & Literacy, p. 12; Oral Language, p. 21; Readiness & Writing, p. 66) • Identify capital letters • Identify lowercase letters (Vol. 2, Language & Literacy, pp. 42-446; Readiness & Writing lesson, pp. 382–450) • Match capital and lowercase letters (Vol. 2, Language & Literacy, pp. 104, 178, 276, 314; Enrichment, p. 338) • Use letter names and produce letter sounds (Vol. 2, Language & Literacy, pp. 42–446)

Foundations for Writing	
Goal LDC-13: Use writing and other symbols to record information and communicate for a variety of purposes. Goal LDC-14: Children use knowledge of letters in their attempts to write. Goal LDC-15: Children use writing skills and writing conventions.	
Strategy Promotes literacy-rich play activities that reflect children's interest and sociocultural experiences. *Infants and Toddlers* Curriculum promotes activities that provide crayons and other art materials for infants and toddlers to explore. Adapt art materials if needed so children with disabilities can use them.	
Strategy *Preschool* Promotes literacy-rich play activities that reflect children's interest and sociocultural experiences. Curriculum promotes activities that emphasize the use of unlined paper for children's writing as opposed to ditto sheets, dot-to-	In Readiness & Writing lessons, Get Set for School teaches beginning social-emotional and readiness skills including: fine motor skills, how to hold a crayon, and the vocabulary to describe body parts, position words, capital letters, and numbers. We follow expert recommendations for a developmental progression that incorporates a range of activities and teaching strategies to support emerging handwriting skills. Through play and explicit instruction, children progress through the following eight domains: readiness, drawing, colors and coloring, alphabet knowledge, pre-writing, and writing uppercase letters and lowercase letters. The Get Set for School program teaches writing as a process and letter and number formation. For formation, children learn the correct habits for writing and school readiness in a developmental progression based on fine motor research. Children begin with learning grip then progress to drawing, prewriting, writing capital letters and numbers, and then learning lowercase letters. The truly scaffolded approach builds on skills daily and keeps children confident and joyful

dot and tracing activities so they will focus on letter formation instead of letter orientation.	through the process as they enjoy success every day. For example, the program uses the "My Turn/Your Turn" approach of modeled writing. First, during the teacher demonstration, students are instructed by the teacher to: "Wait, watch me. My turn first." The teacher demonstrates, and then students are asked to imitate throughout all Readiness & Writing lessons for letters (Vol. 1, pp. 66–67, Building Letters-My Turn/Your Turn; Vol. 2, Readiness & Writing Lessons, e.g., pp. 72, 74, 76, 78, 80), and Numbers & Math lessons for numbers (Vol. 2, Numbers & Math, e.g., pp. 221, 225, 229). With writing as a process, children have opportunities for group writing on shared experiences, drawing that transfers into writing, and writing/drawing in response to reading. Example Lessons include: • Language & Literacy (Vol. 2, pp. 18, 384; Enrichment, p. 142) • Readiness & Writing (Vol. 2, Enrichment, p. 420) • Numbers & Math (Vol. 2, p. 173; Enrichment, p. 227) • Science (Vol. 2, pp. 129, 253) • Social Studies (Vol. 2, p. 163; Enrichment, p. 187)

Cognitive Development (CD)	
Construction of Knowledge: **Thinking and Reasoning**	
Goal CD-1: Children use their senses to construct knowledge about the world around them. Goal CD-2: Children recall information and use it for new situations and problems. Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Strategy *Infants and Toddlers* Provides guidance to teachers on a variety of sensory experiences for infants and toddlers. Include fresh air; a range of smells, sounds, temperatures, materials to touch and feel; different surfaces (such as vinyl floors, carpet, grass, concrete, sand, and mud) and movement activities.	
Strategy *Preschool* Introduce a problem and encourage children to come up with as many solutions as possible. Then ask them two questions about possible consequences.	Throughout each day, critical thinking skills, such as reasoning, problem-solving, experimenting, and decision-making are developed through a variety of real-world scenarios for whole groups, small groups, or individuals across all domains. For example, children learn about weather across learning areas and engage in all aspects of thinking and reasoning while building upon the knowledge they acquire: • In Language & Literacy, children ask and answer questions about weather (Vol. 2, p. 12) • In Numbers & Math, children discuss the probability of weather and how to prepare for it (Vol. 2, p. 251)

	• In Science, learn about weather through observation and experimentation (Vol. 2, p. 289) • In Social Studies, children learn about meteorology and read books about the weather (Vol. 2, p.285), and they learn about the connection between water and the environment and consider how scientists solve environmental problems (Vol. 2, p. 237)
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression. Goal CD-5: Demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
Strategy *Infant/toddler* Promotes activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc.	

Strategy
Preschool
Promotes activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc.
	Get Set for School's multisensory lessons and hands-on learning activities expose children to fine arts through a variety of mediums including dance, music, dramatic play, painting, sculpting, drawing, and movement. Children have many opportunities to explore and create a variety of authentic pieces of art in all learning areas. The following lesson examples expose children to fine arts across content domains:
	
	• Visual arts:
	    ○ Create a new pattern using art supplies (Vol. 2, Enrichment, p. 129)
	    ○ Create costumes using paper bags and art supplies (Vol. 2, p. 163)
	    ○ Create art to show the life cycle of a plant (Vol. 2, Science, p. 253)
	    ○ Create new things out of recycled items (Vol. 2, Suggestions for 3-Year-Olds, p. 269)
	    ○ Create a collage of pictures, drawings, etc. from found items (Vol. 2, p. 302)
	    ○ Create art about animals with watercolors (Vol. 2, p. 380)
	• Music:
	    ○ Create simple classroom instruments to play different sounds (Vol. 2, Suggestions for 3-Year-Olds, p. 10)
	    ○ Experiment with song and music (Vol. 2, Oral Language, 209)
	    ○ Pretend to be musicians (Vol. 2, Social Studies, p. 211)

	o Make loud or soft sounding instruments (Vol. 2, Science, Enrichment, p. 215)
	  • Dance:
	    o Sing and dance to "Skip to my Lou" (Vol. 2, Language & Literacy, p. 16); sing and dance to "It's Pre-K!" (Vol. 2, Numbers & Math, p. 53)
	    o Sing and dance to "Head, Shoulders, Knees, and Toes" (Vol. 2, Oral Language, p. 119
	    o Sing and dance to the "Pattern Dance" (Vol. 2, Numbers & Math, pp. 129, 173, 201, 203)
	  • Drama:
	    o Participate in a dramatic play and reflect on feelings (Vol. 2, Language & Literacy, p. 32)
	    o Represent events in a story (Vol. 2, Language & Literacy, p. 122)
	    o Create a doctor play with props (Vol. 2, Oral Language, Support/ELL, p. 153)
	    o Pretend to be animals (Vol. 2, Science, p. 191)
	    o Pretend to be chefs (Vol. 2, Social Studies, p. 223)

Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities. Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group) Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. Goal CD-9: Children explore concepts connected with their daily experiences in their community.	Get Set for School's Social Studies lessons follow a developmental approach and sequence that allow children to build knowledge of themselves, their families, and their communities. Social Studies lessons provide the opportunity for educators to develop critical approaches to learning (language and communication, critical thinking, engagement, and persistence) while also instilling in children the fundamental components of living in a democratic society. Through discovery, dramatic play, and exploratory activities, children explore the roles of consumers and different professions. Children also discover the commonalities and diversity between individuals and their cultures. Children learn about routines and events in the past, present, and future as they develop skills in our four social studies domains: self and family, community, history, and geography. Example lessons include: • Logical sequence of social studies, beginning with self and moving to family, community, city, state, and country (Vol. 2, Social Studies Lessons, pp. 15, 19, 63, 75, 105 113, 141, 199, 205) • Commonalities and differences in individuals (Vol. 2, Social Studies Lessons, pp. 15, 19, 113, 141, 205) • Routines and events, both past, present, and future (Vol. 2, Language & Literacy, Support/ ELL, p. 26; Social Studies Lessons, pp. 199, 421; Numbers & Math Lessons, p. 325) • Roles of consumers in their community (Vol. 2, Social Studies Lessons, pp. 31, 163, 175, 211, 297).

Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities. Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment. Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities. Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
Strategy *Infants and Toddlers* Promotes activities where teachers talk with children about what they are doing or how they are playing. Use words that introduce children to concepts such as counting or making comparisons (e.g., bigger/smaller, 1-2-3, etc.).	
Strategy *Preschool* Provides real-life and purposeful experiences that are related to children's understanding of quantities (e.g., "How many	The Get Set for School program provides students with the opportunity to learn mathematical concepts through song, movement, hands-on exploration, and interactive teacher-led lessons. Numbers & Math lessons help children organize their math thinking so that they can make connections to everyday experiences and concepts to reinforce learning. Young children are engaged with manipulatives and active lessons, helping them observe and explore the mathematics in their world. They compare quantities, find patterns, take measurements, count objects, and navigate in space. The explicit modeled instruction follows a developmental progression that builds on what children already know using a friendly voice. Multisensory lessons break difficult concepts into simple tasks and are accompanied by teacher support

graham crackers will we need for your table at snack time?"). Promotes mathematical thinking activities that incorporate the use of manipulatives and literacy-related materials that can be use in the context of daily experiences and routines (e.g., counting, numerals, measurement and shapes).	materials for additional activities and child-led centers (Vol. 1, Hands-on Products, pp. 22–23; Numbers & Math Multisensory Activities, pp. 82–90). Numbers & Math lessons in Get Set for School promote number recognition, formation, and counting. Number operations are integral to the Pre-K environment. Children manipulate and count objects in the room, sing songs that reinforce number concepts, and participate in different activities that explore numbers. The Get Set for School program teaches children number and operations words and symbols for what they already know while expanding their basic ideas about numbers to a solid understanding of quantities. They learn to count using their own bodies. For example, they learn that they have "1 head, 2 eyes, 1 nose, 10 fingers…." Pre-K children develop number sense, investigate relationships among numbers, and explore the properties of numbers. Children also explore numbers through fine motor skill development. Similar to their experience with alphabet knowledge developed in Readiness & Writing, children explore number activities, tracing numbers, and manipulating objects as they are counting them. Examples of numbers and operations lessons include: - Sing/count/trace/draw (Vol. 2, Numbers & Math, pp. 67) - Sing/match/speak (Vol. 2, Numbers & Math, pp. 77) - Counting shapes and number sense (Numbers & Math, Vol. 2, p. 95) - Comparing set size, graphing, and number sense (Vol. 2, p. 299, Numbers & Math) - Counting one-to-one and number sense (Vol. 2, pp. 185, 361, Numbers & Math) Get Set for School lessons give children hands-on tools to understand spatial concepts through developmentally appropriate pattern, puzzle, and sorting exercises and tools. We believe that children can go beyond simple identification of shapes to understand each shape's characteristics. Get Set for School lessons provide many avenues for teaching young children to measure in a way that is relevant and memorable. Activities and math tools encourage the use of non-standard units of measurement, such as lining up objects like blocks or bags, to see how many of those objects it takes to span a bookshelf, a table, or a chair. Use of familiar music, movement, and object manipulation takes the mystery and fear out of measurement lessons. Examples of geometry, spatial concepts, and measurement lessons across domains include: - Suggestions for 3-Year-Olds (Vol. 2, pp. 46, 70, 71, 306, 307, 366, 367) - Language & Literacy, pp. 16, 24, 28 - Readiness & Writing, pp. 28, 48, 180 - Numbers & Math, pp. 28, 89, 95, 119, 125, 149, 151, 175, 193, 223, 309, 311, 313, 315, 317, 351, 365, 377, 383, 385, 387, 445; Enrichment, p. 388

Scientific Exploration and Knowledge	
Goal CD-14: Children observe and describe characteristics of living things and the physical world. Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Strategy *Preschool* Promotes hands-on activities that enhances scientific exploration, knowledge and new vocabulary. Provide hands-on experiences that expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, and representing results.	Throughout Get Set for School's curriculum, children build scientific thinking through discovery experiments, investigating activities, and inquiry-based instruction and exploration. Children have authentic opportunities to develop their observation, questioning, and communication skills. Children explore their environment using a variety of scientific tools as they develop early science skills in one of our four science domains: scientific inquiry, physical science, life science, and earth science. Lesson examples include: - Observation and inquiry (Vol. 2, Science, pp. 137, 253, 311, 323, 335; Oral Language, pp. 243, 251) - Communicating scientific ideas (Vol. 2, Science, pp. 39, 137, 179, 311, 375; Oral Language, p. 135, 139, 143) - Exploration with scientific tools (Vol. 2, Science, p. 67, 179, 265, 301, 315, 339, 375) - Physical Science (Vol.2, Science, pp. 101, 129, 241, 291, 301, 315, 335, 339, 375) - Life Science (Vol.2, pp. 43, 67, 79, 191, 203, 227, 249, 253, 323, 389) - Earth & Space Science (Vol. 2, Science, pp. 137, 241, 243, 289, 311, 323)

Curriculum Criteria

Comprehensive: Describe how your curriculum can meet the criteria

Play/child-centered based activities or experiences are provided to address each developmental domain in Foundations. Approaches to Play and Learning (APL) Emotional and Social Development (ESD) Health and Physical Development (HPD) Language Development and Communication (LDC) Cognitive Development (CD) Scheduling and routines: The curriculum must include a schedule that is age appropriate, predictable, but flexible, and responsive to the needs of individual children. The schedule must include an appropriate balance of teacher/caregiver initiated and child-initiated	*Volume 2: Multisensory Lessons and Hands-On Learning* creates play-based, hands-on, learning opportunities through lessons and activities based on real-world needs and challenges and children's everyday experiences. Each unit is focused on a theme directly related to students' lives: *Get Set for School, My Body, Community & Play, Earth, Machines*, and *Animals*. Within each theme, the daily lessons are cross-curricular and integrated in an authentic way. Each unit provides an overview of the Week At-A-Glance lesson plans with icons identifying domains relevant to Pre-K academic standards (*Approaches to Learning/Social-Emotional Learning, Language/Communication, Emergent Literacy, Emergent Writing, Mathematics, Science, Social Studies, Creative Arts, and Physical Development*) and a brief explanation of how the domain is represented each day. Get Set for School® complete Pre-K Program in English and Spanish addresses social, emotional, physical, language, creative, and cognitive skills, which are crucial for school readiness, and meets children where they are. Get Set for School integrates social-emotional competencies and emphasizes play into all aspects of the curriculum across learning areas (Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies). In the Get Set for School program children develop social-emotional skills through cooperative play and through explicit instruction in learning to take turns, greet one another, and share ideas. Teachers are supported by Get Set for School with clear materials such as music, texts, and hands-on manipulatives throughout the curriculum to facilitate social-skill instruction and play and to enhance social-emotional development. Get Set for School songs help Pre-K children develop social-emotional skills, such as smoothly transitioning from one activity to another, recognizing emotions, having positive self-esteem, or cooperating. *Volume 1, Get Set for School Introduction to the Curriculum* helps teachers select just the right tools and teaching strategies and includes the following teacher support materials: • Full 36-week scope and sequence • Instruction pacing guide for half-day preschools, three-day preschools, or preschools with less than 36 weeks in their school year • Classroom setup instructions • Classroom management tips for educators • Multisensory activities for whole class instruction and small group centers

experiences, and large blocks of time for play and exploration with appropriate facilitation from the adult. Routines such as feeding, and toileting should be age appropriate and included as an integral part of children's experiences. Physical Environment: The curriculum must provide appropriate guidance for teachers and caregivers on the physical environment, including guidance on room/home space arrangement, furnishings, equipment, and other aspects of the physical environment that reflects an understanding of child development and supports children's learning and development.	• Educator resources, including school-to-home connections, book connections, Pre-K assessments, letter and number formation charts • Research and references The Get Set for School Curriculum includes 36 weeks of daily multisensory lessons with additional support for teachers to create centers for free-play, circle time for whole-group music and movement, and suggestions for enrichment and small group or one-on-one reinforcement of skills. *Volume 1: Introduction to the Curriculum* provides an instruction pacing guide for half-day preschools, three-day preschools, or preschools with less than 36 weeks in their school year. Within the pacing guides are recommendations for how and when teachers can incorporate a variety of activities with a range of student group sizes. In addition, *Volume 1: Introduction to the Curriculum* teacher's guide provides specific guidance for teaching multisensory activities both child-led and teacher-led activities. Child-led activities and/or centers are truly free-play centers or discovery play. They are designed for children to explore and interact with their peers as they discover and learn new concepts through exploration and play. The activities can be in a center, at a table, or on the carpet or another designated section of the classroom. Classroom lessons provide suggestions for flexible grouping (e.g., whole, small, individual), and multiple types of practices (e.g., guided, independent, collaborative) to encourage exploration, discovery, and connection to lessons. The initial emphasis on teacher-led lessons allows children to use skills in a variety of practices. This approach helps improve student success and helps foster a "can do" attitude which so that children self-actualize by using skills and recently learned concepts. The playful learning environment created in the Get Set for School classroom allows children to safely practice using language and newly acquired skills while protecting their social-emotional well-being. Lessons throughout the 36-week curriculum include opportunities for learning and play inside and outside the classroom and for developing both fine motor skills and gross motor skills across domains. Readiness & Writing and Numbers & Math develop fine motor skills, teach how to hold a crayon, and introduce Wood Pieces to help children learn body parts, position words, and the vocabulary to describe capital letters and numbers. Science, Social Studies, and Oral Language lessons engage students in a variety of gross motor skill development as they learn concepts such as: push/pull (Vol. 2, Science, p. 339; Oral Language, pp. 115, 283, 345), high/low (Vol. 2, Oral Language, pp. 91, 303; Science, pp. 93, 375), and empty/full (Vol. 2, Oral Language, pp. 139, 333).

Evidence-based:	
Describes theoretical and/or research base for the approach and clearly demonstrates how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology. Supports the development of children from diverse backgrounds, including dual language learners. Includes adaptations or provisions for children with varying development/ability levels, including children with disabilities. Curriculum includes family engagement strategies, such as promotes collaborations with families to plan individual learning experiences with children.	The Get Set for School® Complete Pre-K Program is supported by child-development research, theory, and practice from esteemed institutions and child development experts, including: the National Association for the Education of Young Children (NAEYC), the International Reading Association (IRA), the National Council of Teachers of Mathematics (NCTM), the National Institute for Early Education Research (NIEER), the National Research Council (NRC), Head Start Early Learning Outcomes Framework (ELOF), and State Standards for 4-year-olds (see Get Set for School Pre-K Curriculum: Correlations to State Standards at LWTears.com/gss). *Volume 1: Introduction to the Curriculum* includes a clear description of how the curriculum is supported by current, academic research, and studies relevant to early childhood development with cited research and a corresponding bibliography (pp. 137–146). Teacher support materials and daily lessons provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. Specific research embedded in the curriculum and support materials is outlined in *Get Set for Readiness, Language, and Math: A Pre-K Roadmap for School Success*. The efficacy of the Get Set for School® Complete Pre-K Program is demonstrated in *A Proven Success in Preparing Pre-K Children for Kindergarten*, a study that followed students from six Pre-K classrooms in four schools with an experimental group of 36 children of different nationalities, native languages, and spoken languages who were taught using the Get Set for School® curriculum. The Get Set for School scope and sequence, embedded daily lessons, and activities establish clear learning goals and objectives articulated for teachers as they move through the comprehensive 36-week curriculum. The targeted, explicit instruction with playful learning opportunities addresses all Pre-K developmental domains, meets early learning standards, and supports teachers in the classroom for an integrated, rewarding experience. The learning objectives, or benchmarks, within each domain are organized in a developmental order, starting with the easiest and progressing in complexity along the curriculum path. In *Volume 1, Introduction to the Curriculum*, the multisensory activities and materials section provides teachers with example scheduling and alternate pacing. In addition, there are suggestions for ways to incorporate manipulatives and activities within the daily schedule. These activities also provide suggestions for student-led options to support self-directed learning as students interact with multisensory tools to develop multiple learning modalities (visual, auditory, kinesthetic, and tactile). For example, when children use dough to form letters, they see, move, and touch. When they learn letters and say them aloud, they see and hear. This provides more pathways for them to acquire and retain knowledge easily and effectively. Additionally, the support materials in Volume 1 include additional ways in which teachers can use these materials in their classrooms.

Hands-on materials and developmentally appropriate tools embedded within the Get Set for School Pre-K Curriculum in both English and Spanish include:

- Sound Around Box™
- Line It Up story, letter and picture cards
- A-B-C Touch & Flip® Cards
- 1-2-3 Touch & Flip® Cards
- *Mat Man® Book Set*
- Roll–A–Dough Letters®
- Stamp and See Screen®
- Magnetic Lowercase & Blackboard Set
- Wood Pieces for Capital Letters
- Blue Mat to use with Wood Pieces
- Laminated Capital Letter Cards
- 4 Squares More Squares®
- Tag Bags®
- Mix & Make Shapes®
- Word Time™ Word Cards
- Squawker the Parrot Puppet Teaching Assistant
- Magic C Bunny puppet
- Student Activity Books: *My First School Book, My First Lowercase Book, I Know My Numbers* Booklets, and *My Book*

As of May 2021, the PreKITT and the Get Set for School Student Learning Apps include the following accessibility features to comply with Web Content Accessibility Guidelines (WCAG):

- Closed captions
- Ability to zoom screen and text (independent of regular browser zoom)
- Image and screen tagging to support screen readers
- Support use of keyboard along with mouse
- Appropriate color contrast for those with limited eyesight
- Ability to play, pause, and control sound volume
- Ability to skip activities that a specific impairment may make impossible to complete

| | The Get Set for School Pre-K Curriculum materials portray gender, ethnicity, age, work situations, and various social groups with multicultural fairness and advocacy. The illustrations used throughout our materials reflect children and adults of all ethnicities, many of whom could represent a wide variety of backgrounds, as well as those with disabilities. Materials that students see will include children of different gender, ages, and ethnicity.

The Get Set for School Complete Pre-K Program encourages family involvement to continue learning activities at home. Lessons will ask families to lend items from home to personalize activities and to facilitate the connection between home and school for children to celebrate diversity, multiple cultures, and traditions.

Specific examples of multicultural concepts and activities include:

- Learning about different languages around the world and how to say "hello" (Vol. 2, Social Studies, p. 113).
- Making personal connections to birthday celebrations (Vol. 2, Language & Literacy, p. 142)
- Discussing different types of celebrations that families enjoy (Vol. 2, Social Studies, p. 161)
- Learning about Chinese New Year (Vol. 2, Numbers & Math, p. 273)

The Get Set for School Read-Aloud Library (in English and Spanish sets, including some bilingual texts) is incorporated throughout the curriculum and supports teaching multicultural concepts and diversity to connect texts to children's experiences at home and school. Additional book titles and suggestions (frequently found in many PreK classrooms) are made throughout the curriculum and are listed in *Volume 1: Introduction to the Curriculum*, in Book Connections, and Books All Year where books correlate with themes running throughout the curriculum so that teachers can create classroom libraries, supplement reading within lessons, and recommend books for parents to read to their children at home. Teachers are encouraged to supplement with any other read-aloud books they feel are appropriate for their lessons. |

Aligns with Foundations and includes a language and literacy component:	
Describes intent or developmental goals of given experiences. Incorporates a naturalistic ongoing child assessment system or formative assessment to document children's level of development and interest and uses that information to develop plans and experiences. Variety of methods to document children's growth and learning (e.g., Child portfolios, anecdotal notes, photos). Teachers use strategies for promoting phonological awareness, print, alphabet knowledge and literacy through play, within daily conversation, in activities and in the context of children's everyday experiences. Completed accurately the self-report stating how curriculum aligns with NC FELD Goals for Preschoolers and NC FELD Strategies for Preschoolers.	Get Set for School Pre-K Program provides formative assessments and suggestions for teachers to reteach and reinforce concepts and skills throughout the curriculum. Benchmark Assessments for evaluating students periodically, weekly Observation Checklists, and the Check for Understanding section within each lesson (at point of use) all prompt teachers to evaluate students' skills. Teachers can choose to revisit skills using teacher-led and student-led activities with manipulatives for targeted reinforcement in Language & Literacy, Readiness & Writing, and Numbers & Math. Benchmark Assessments are tools to be used at the beginning, middle, and end of the school year to provide a snapshot of a student's behaviors, skills, and strategies at a single point in time. Language & Literacy Benchmark Assessments evaluate letter recognition of capital and lowercase letters, words, and word parts, and describing and comparing of nursery rhymes and rhyming. Check Readiness Benchmark Assessments evaluate naming pictures, colors, shapes, letters, and numbers. Within the Check Readiness assessment, children trace shapes, draw a person, and write their name. Numbers & Math Benchmark Assessments evaluate naming shapes and numbers, rote counting, object counting and comparing, and understanding of positions, ordinal numbers, size, AB patterns, and measuring. Classroom Observation Checklists are tools to be used on a weekly basis to monitor how a student is progressing toward achievement of specific skills. Using these checklists to conduct informal assessments provides the data to continually revise and redirect teaching to match the instructional needs of students. Observations of children can occur as they do any task during the school day. Get Set for School includes observational checklists in the following areas: Language & Literacy, Check Readiness, and Numbers & Math. Teachers can use data from the Classroom Observation Checklists to differentiate instruction and to monitor student progress between the Benchmark Assessments. Teachers can also use the data from observation checklists to identify targeted instruction to provide during morning work, centers, etc. For example, teachers might provide additional activities from the Multisensory Activities & Centers in Volume 1 or add to and extend the lessons using the Support/ELL and Enrichment activities listed below each daily lesson. Teachers can keep a copy of all Classroom Observation Checklists and specific information about a child in portfolios in addition to work samples, observations, and assessments when meeting with parents or guardians. Check for Understanding is included within each learning area at point-of-use (daily with each lesson) so that teachers can gauge student understanding of the learning goals and objectives as they teach. Teachers can use Check for Understanding cues throughout the day to help quickly evaluate what students understand and did not understand so teachers can immediately modify instruction and re-teach content. Get Set for School assessment results assist teachers in knowing what their students' present level of performance is to guide instruction and to address Pre-K skills, including the areas of alphabet knowledge, phonological awareness, and number sense and operations. Teachers can access the Assessments, Checklists, and administration directions via the Assessment tab in the Pre-K Interactive Teaching Tool.

LEARNING Without Tears®