

***Building Language for Literacy* © 2000 by Scholastic
correlated to
Prekindergarten Learning Development Guidelines
California Department of Education**

Building Language for Literacy is a prekindergarten and kindergarten curriculum that provides a rich environment of print and non-print experiences related to language and literacy development. Focused primarily on four foundational goals—oral language, phonological awareness, letter knowledge, and print knowledge—*Building Language for Literacy* also provides an integrated program of instruction. Early childhood activities in music, drawing, mathematics, science, and social studies engage children as active learners through a program of well-developed learning-centers.

The curriculum for *Building Language for Literacy* builds on children’s life experiences and helps make the home/school connection by focusing activities on familiar places, people, and activities in the home and community. The program encourages children to use prior knowledge to relate to new understandings, thus increasing the possibility of success for each student.

Building Language for Literacy is a practical, yet flexible tool for teachers. Each Unit Guide provides detailed lessons for developing oral language, reading, and writing skills. Informal assessment strategies, second-language support suggestions, and built-in staff development ideas also are part of each Guide. “Blueprint for Literacy” professional workshops—four in each Unit Guide—offer best practices for early literacy development. Clearly labeled lesson objectives and an overall “Pacing and Planning Guide” in each Unit Guide help teachers see exactly what each activity will accomplish.

Teachers also will welcome two other components of the program. The well-organized *Assessment Handbook* provides formal unit-by-unit assessment, as well as mid- and end-year measures. The *Parent Involvement Handbook* contains letters and activities to send home to families as well as ideas for encouraging meaningful parental involvement in classroom life.

SOCIAL AND EMOTIONAL DEVELOPMENT

Building Language for Literacy includes a wealth of active and quiet activities that will support and enhance the social and emotional development of young children. During Song and Poem Time and Story Time, children are encouraged to use knowledge of their familiar home and community to relate to new classroom experiences they are encountering. Choice Time learning centers promote both independent exploration and opportunities to work cooperatively in pairs or small groups. In all phases of the program, children are encouraged to talk with teachers and other children about what they are doing, whether seeking help or explaining a current project. Children learn to take turns, listen to others, and make constructive suggestions in socially acceptable ways. The Transition Time feature of the program helps make the separation from the home to the school environment easy by suggesting ways for teachers to provide comfort, predictability, and a sense of safety in the day's routine. Children have opportunities to make some of their own choices, learn good classroom manners, try out simple skills, and, in general, gain confidence in their abilities.

Guideline 1: **The staff is responsive to children's emotional needs.**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers express a welcoming attitude in their voices and gestures. 	<p><i>Home</i> pp. 62, 63, 78, 79, 83 <i>Store</i> pp. 66, 67, 78 <i>Restaurant</i> pp. 60, 61, 78 <i>Firehouse</i> pp. 68, 69, 78 <i>Farm</i> pp. 70, 78 <i>Aquarium</i> pp. 17, 64, 65, 78</p>
<ul style="list-style-type: none"> Teachers are sensitive to each child's personality and ways of expressing emotions. They avoid labels and put-downs. 	
<ul style="list-style-type: none"> Teachers show interest in what children say and do. 	<p><i>Home</i> pp. 19, 23, 29, 35, 49 <i>Store</i> pp. 39, 49, 59, 69, 86 <i>Restaurant</i> pp. 19, 23, 35, 39, 43 <i>Firehouse</i> pp. 17, 27, 39, 45, 86 <i>Farm</i> pp. 17, 23, 35, 43, 49</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Aquarium</i> pp. 17, 23, 27, 35, 39
<ul style="list-style-type: none"> The feelings of children are respected and dealt with as an important part of who they are. Talk about feelings is an integral part of daily conversation in the program. 	
<ul style="list-style-type: none"> Teachers suggest and model appropriate ways of expressing oneself when children may not have the concepts or words for what they are feeling. 	<i>Home</i> pp. 19, 23, 42, 50, 84 <i>Store</i> pp. 18, 29, 39, 42, 51 <i>Restaurant</i> pp. 19, 35, 37, 47, 72 <i>Firehouse</i> pp. 19, 25, 27, 35, 51 <i>Farm</i> pp. 17, 21, 27, 36, 45 <i>Aquarium</i> pp. 21, 25, 36, 37, 45
<ul style="list-style-type: none"> Children hear and discuss engaging stories that feature characters' feelings. 	<i>Home</i> pp. 34, 40, 44, 48, 72 <i>Store</i> pp. 34, 38, 44, 48, 72 <i>Restaurant</i> pp. 34, 38, 42, 46, 72 <i>Firehouse</i> pp. 34, 38, 42, 48, 72 <i>Farm</i> pp. 34, 38, 42, 48, 72 <i>Aquarium</i> pp. 34, 38, 42, 46, 72
<ul style="list-style-type: none"> Children have the option of going to a “calm-down place” to sort through feelings alone or with a sensitive adult. They may remain there until they feel ready to rejoin the group. This option is presented as a positive rather than a punitive way of dealing with a situation. 	<i>Restaurant</i> p. 12 <i>Firehouse</i> p. 12
<ul style="list-style-type: none"> Teachers help children make connections between events, feelings associated with the event, and behaviors that may express those feelings. 	<i>Home</i> pp. 19, 27, 35, 41, 72 <i>Store</i> pp. 17, 21, 35, 39, 72 <i>Restaurant</i> pp. 35, 39, 43, 47, 82

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Firehouse</i> pp. 21, 27, 35, 45, 72 <i>Farm</i> pp. 17, 23, 35, 43, 72 <i>Aquarium</i> pp. 17, 23, 35, 47, 73

Guideline 2: **The program climate, organization, and routine create a sense of safety, security, and predictability.**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> There is continuity and consistency in the daily schedule and activities, with some flexibility based on children’s needs. 	<i>Home</i> pp. 89, 90, 91 <i>Store</i> pp. 89, 90, 91 <i>Restaurant</i> pp. 89, 90, 91 <i>Firehouse</i> pp. 89, 90, 91 <i>Farm</i> pp. 89, 90, 91 <i>Aquarium</i> pp. 89, 90, 91
<ul style="list-style-type: none"> Program rules are few, clear to children, age-appropriate, consistently implemented, and developed with the children’s help and participation. 	<i>Home</i> pp. 79, 80, 81, 82, 84 <i>Store</i> pp. 79, 80, 81, 83, 85 <i>Restaurant</i> pp. 79, 80, 81, 84, 85 <i>Firehouse</i> pp. 79, 80, 81, 82, 83 <i>Farm</i> pp. 79, 80, 81, 83, 85 <i>Aquarium</i> pp. 79, 81, 83, 84, 85
<ul style="list-style-type: none"> Teachers provide for orderly transition from one activity to the next; children are not repeatedly required to wait for the entire group to be ready before beginning the next activity. 	<i>Home</i> pp. 80, 82, 84, 85 <i>Store</i> pp. 81, 82, 83, 84, 85 <i>Restaurant</i> pp. 79, 80, 82, 84, 85 <i>Firehouse</i> pp. 79, 80, 82, 84, 85 <i>Farm</i> pp. 79, 81, 83, 84, 85 <i>Aquarium</i> pp. 79, 80, 81, 83, 84

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Children are given cues in advance for transitions to new activities; plans for transitions are part of an ongoing dialogue. 	<i>Home</i> pp. 80, 81, 82, 84, 85 <i>Store</i> pp. 79, 82, 84, 85, 86 <i>Restaurant</i> pp. 79, 80, 83, 84, 85 <i>Firehouse</i> pp. 79, 80, 82, 84, 86 <i>Farm</i> pp. 79, 82, 83, 84, 86 <i>Aquarium</i> pp. 79, 80, 82, 83, 84
<ul style="list-style-type: none"> Sufficient time is regularly allocated for free play and outdoor play. 	<i>Home</i> pp. 82, 84, 85 <i>Store</i> pp. 80, 84, 85 <i>Restaurant</i> pp. 82, 84, 85 <i>Firehouse</i> pp. 81, 84, 85 <i>Farm</i> pp. 81, 83, 84 <i>Aquarium</i> pp. 81, 83, 84
<ul style="list-style-type: none"> Children’s opinions are solicited regarding how to deal with problems involving rules; sufficient time is taken to ensure that all children are heard; and children are not rushed into premature resolutions of issues. 	

Guideline 3: Each child is supported to develop a sense of self-worth and capability.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Children have worthwhile and appropriately challenging learning activities to enhance their cognitive, physical, social, and emotional development (Katz and Chard 1989). 	<i>Home</i> pp. 39, 43, 47, 51, 57 <i>Store</i> pp. 37, 43, 47, 51, 56 <i>Restaurant</i> pp. 37, 41, 45, 51, 59 <i>Firehouse</i> pp. 37, 43, 47, 51, 56 <i>Farm</i> pp. 37, 41, 47, 51, 56 <i>Aquarium</i> pp. 37, 41, 45, 51, 56
<ul style="list-style-type: none"> Teachers intervene optimally, providing neither too much nor 	<i>Home</i> pp. 56, 61, 63, 66, 71

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>too little guidance to support children’s appropriate expression of emotions and interactions with others (Katz and McClellan 1997).</p>	<p>Store pp. 57, 60, 63, 68, 70 Restaurant pp. 56, 57, 60, 66, 68 Firehouse pp. 61, 62, 65, 70, 72 Farm pp. 57, 60, 64, 67, 72 Aquarium pp. 56, 59, 64, 66, 73</p>
<ul style="list-style-type: none"> Children can choose activities and decide the duration. 	<p>Home pp. 56, 64, 68, 70, 80 Store pp. 58, 62, 70, 72, 82 Restaurant pp. 62, 64, 68, 70, 79 Firehouse pp. 58, 60, 64, 72, 79 Farm pp. 58, 62, 64, 66, 79 Aquarium pp. 56, 60, 68, 70, 79</p>
<ul style="list-style-type: none"> Children are encouraged in fantasy play to explore their understanding of many roles and behaviors. 	<p>Home pp. 27, 41, 56, 68, 80 Store pp. 27, 42, 45, 56, 69 Restaurant pp. 19, 23, 47, 57, 78 Firehouse pp. 17, 23, 42, 56, 57 Farm pp. 23, 39, 56, 57, 72 Aquarium pp. 35, 41, 56, 57, 68</p>
<ul style="list-style-type: none"> Children are recognized for achievements in a specific way rather than being praised in a general way. 	<p>Home pp. 19, 59, 61 Store pp. 21, 27, 29, 47, 60 Restaurant pp. 24, 37, 62, 71, 73 Firehouse pp. 25, 35, 37, 39, 58 Farm pp. 29, 39, 43, 47, 49 Aquarium pp. 17, 27, 41, 43, 45</p>

Guideline 4: Each child is supported to develop a sense of self as a valued and responsible member of the group.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Each child is provided with opportunities to take leadership roles, such as teacher’s helper. 	<p><i>Home</i> pp. 50, 67, 80, 85, 86 <i>Store</i> pp. 79, 80, 85 <i>Restaurant</i> pp. 23, 24, 83 <i>Firehouse</i> pp. 18, 46, 60, 72, 78 <i>Farm</i> pp. 17, 43, 72, 84 <i>Aquarium</i> pp. 27, 44, 80</p>
<ul style="list-style-type: none"> Program jobs are rotated regularly among the children. 	<p><i>Home</i> pp. 80, 81, 82, 85 <i>Store</i> pp. 56, 57, 63, 69, 71 <i>Restaurant</i> pp. 23, 57, 80, 82 <i>Firehouse</i> pp. 56, 80, 81, 85 <i>Farm</i> pp. 56, 57, 62, 73, 81 <i>Aquarium</i> pp. 80, 81</p>
<ul style="list-style-type: none"> Children are designated to “read” picture books to other children or to provide peers with other types of “expertise” or assistance. 	<p><i>Home</i> pp. 17, 56, 72, 83, 85 <i>Restaurant</i> pp. 72 <i>Firehouse</i> pp. 58, 62, 86 <i>Farm</i> p. 17 <i>Aquarium</i> p. 17</p>
<ul style="list-style-type: none"> Children’s requests for adult help are referred to a capable peer, when appropriate. 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Children are given specific, descriptive feedback on the positive impact of their prosocial behavior. 	<i>Store</i> p. 81 <i>Firehouse</i> p. 83 <i>Farm</i> p. 71
<ul style="list-style-type: none"> Simple games that foster cooperation are taught. 	<i>Home</i> pp. 19, 81, 82, 85, 86 <i>Store</i> pp. 25, 79, 82, 83, 85 <i>Restaurant</i> pp. 17, 19, 24, 79, 80 <i>Firehouse</i> pp. 18, 78, 79, 80, 85 <i>Farm</i> pp. 19, 78, 79, 80, 81 <i>Aquarium</i> pp. 25, 78, 79, 80, 81
<ul style="list-style-type: none"> Children are helped to succeed in group situations in such areas as the sand table, outdoor play equipment, or playhouse. 	<i>Home</i> pp. 68, 69, 70, 71, 78 <i>Store</i> pp. 68, 69, 70, 71, 79 <i>Restaurant</i> pp. 68, 69, 70, 71 <i>Firehouse</i> pp. 65, 66, 67, 70 <i>Farm</i> pp. 64, 65, 67, 68, 69 <i>Aquarium</i> pp. 62, 68, 69, 70
<ul style="list-style-type: none"> Centers and opportunities for role-playing and dramatization are provided. 	<i>Home</i> pp. 56, 57, 68, 69, 71 <i>Store</i> pp. 56, 57, 68, 69, 70 <i>Restaurant</i> pp. 57, 58, 59, 68, 69 <i>Firehouse</i> pp. 56, 57, 65, 66, 67 <i>Farm</i> pp. 23, 56, 57, 64, 65 <i>Aquarium</i> pp. 56, 57, 68, 69, 73
<ul style="list-style-type: none"> Appropriate and respectful social behavior is modeled. 	<i>Farm</i> p. 21

Guideline 5: Children are guided and supported to form and maintain satisfying relationships with others.

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Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers cultivate regular communication with each child, including individual contact and support with tasks. 	<p><i>Home</i> pp. 23, 59, 70, 84, 85 <i>Store</i> pp. 21, 27, 41, 59, 70 <i>Restaurant</i> pp. 35, 37, 47, 62, 70 <i>Firehouse</i> pp. 27, 47, 58, 60, 70 <i>Farm</i> pp. 21, 37, 43, 51, 59 <i>Aquarium</i> pp. 25, 37, 51, 58, 69</p>
<ul style="list-style-type: none"> Teachers encourage contact among more and less socially skilled children by creating opportunities for them to perform small tasks and chores together. 	<p><i>Home</i> p. 12 <i>Restaurant</i> p. 12 <i>Firehouse</i> p. 12 <i>Farm</i> p. 12 <i>Aquarium</i> p. 12</p>
<ul style="list-style-type: none"> In the context of learning activities, teachers offer children opportunities to interact with other adult staff members and visitors from families or the community. 	<p><i>Home</i> p. 79 <i>Store</i> pp. 78, 86 <i>Restaurant</i> pp. 41, 51, 78 <i>Firehouse</i> p. 37 <i>Farm</i> p. 86 <i>Aquarium</i> p. 78</p>
<ul style="list-style-type: none"> Teachers provide many opportunities for children to work in pairs and small groups. 	<p><i>Home</i> pp. 19, 56, 59, 68, 86 <i>Store</i> pp. 56, 63, 68, 71, 72 <i>Restaurant</i> pp. 59, 64, 68, 70, 84 <i>Firehouse</i> pp. 47, 58, 60, 66, 86 <i>Farm</i> pp. 19, 35, 64, 67, 72 <i>Aquarium</i> pp. 45, 56, 63, 70, 73</p>
<ul style="list-style-type: none"> Teachers let parents know about their children’s friendships in the early care and education center so that, if possible, those friendships can be cultivated outside the program. 	

Guideline 6: Children are guided and supported to express their emotions in socially acceptable ways.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Care providers affirm children’s emotions and guide children to express them appropriately. 	
<ul style="list-style-type: none"> Staff members encourage empathy by pointing out to children the observable effects of their behavior on other children. 	<i>Store</i> p. 81 <i>Firehouse</i> p. 83
<ul style="list-style-type: none"> Program staff avoid gender stereotyping when dealing with children’s expression of emotions; for example, telling a child, “Big boys don’t cry,” or “Nice girls don’t yell.” 	

Guideline 7: Children’s social and cultural backgrounds are taken into account in interpreting their preferences and behaviors in the preschool setting.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers integrate children’s cultural backgrounds into all aspects of the program environment—the appearance of the classroom; the activities, toys, and materials; and the social events that are planned with children and families. 	<i>Home</i> pp. 49, 67 <i>Store</i> p. 61 <i>Restaurant</i> pp. 17, 27, 35, 37, 65 <i>Firehouse</i> p. 57 <i>Farm</i> pp. 27, 47, 73 <i>Aquarium</i> pp. 21, 29, 37, 41, 69
<ul style="list-style-type: none"> Teachers discuss culturally defined social practices openly and in a matter-of-fact way as an important aspect of who children are. 	
<ul style="list-style-type: none"> Teachers understand that their own cultural backgrounds affect 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
what they define as appropriate social and emotional behavior—personal practices of others are not automatically assumed to be either “wrong” or “abnormal”, nor are their own practices always “right”.	

Guideline 8: Children’s social behavior is guided in the context of daily activities.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers understand child development and know individual children well enough to intervene “optimally” in children’s conflicts with neither too much nor too little guidance (Katz and McClellan 1997). 	
<ul style="list-style-type: none"> Teachers use opportunities to structure and teach social development as they occur in the program instead of relying on artificial, stand-alone lessons. 	<p><i>Home</i> pp. 19, 29, 41, 43, 78 <i>Store</i> pp. 35, 39, 49, 71, 83 <i>Restaurant</i> pp. 43, 47, 62, 78, 80 <i>Firehouse</i> pp. 35, 58, 81, 82, 86 <i>Farm</i> pp. 21, 49, 57, 80, 81 <i>Aquarium</i> pp. 39, 43, 78, 80, 82</p>
<ul style="list-style-type: none"> Teachers begin the class with clearly stated standards about how to treat people (e.g., no hitting, no name-calling, say “please” and “thank you”). 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers regard inappropriate social behavior during play as a valuable opportunity to provide a child with new social strategies. 	

Guideline 9: The goal of discipline is to promote greater social and emotional competence.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Behavior that threatens to harm the child is prohibited. 	
<ul style="list-style-type: none"> A “cooling down” time and place are provided when children are too upset to learn from their inappropriate behavior. 	<i>Restaurant</i> p. 12 <i>Firehouse</i> p. 12
<ul style="list-style-type: none"> The feelings that often accompany children’s inappropriate behavior are acknowledged. 	
<ul style="list-style-type: none"> Teachers listen patiently when children explain their behaviors. 	
<ul style="list-style-type: none"> Children are helped to understand the impact of their behavior on themselves and others. 	<i>Store</i> p. 81 <i>Firehouse</i> p. 83 <i>Farm</i> p. 71
<ul style="list-style-type: none"> Children are provided with alternative, acceptable ways to express their feelings or meet their needs. 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> • Children’s positive social behaviors are encouraged and recognized. 	
<ul style="list-style-type: none"> • Children are guided to work out differences with as little adult intervention as possible. 	
<ul style="list-style-type: none"> • The child’s connection to the teacher and class is reaffirmed after an incident requiring disciplinary intervention. 	

LANGUAGE AND LITERACY DEVELOPMENT

Research shows how important it is to surround a young child with many and different language and literacy experiences. *Building Language for Literacy* provides a rich environment of print and nonprint experiences related to language and literacy development. The program of instruction incorporates such early childhood teaching tools as literature, music, poetry, learning center activities, and puppets to engage children as active learners. Children have many opportunities to talk and write about prior and current experiences at home, in the community, and in school. Through Song and Poem Time and Story Time, children participate in read-aloud and retelling as well as rhyming and alliterative activities on a regular basis. Choice Time allows children to choose activities that continue their language and literacy development based on the unit theme. *Building Language for Literacy* creates a balance between explicit instruction and reinforcement activities that foster language and literacy development.

Guideline 1: Programs support learning and development in both language and literacy.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> • The following are examples of what children do in introductory reading activities: <ul style="list-style-type: none"> — Interact with an adult in response to hearing stories read aloud and respond to the adult’s questions about the story’s content. — Follow along as a teacher reads aloud from a Big Book and points to selected words as they are spoken. 	<p><i>Home</i> pp. 36, 42, 46, 50, 72 <i>Store</i> pp. 36, 40, 46, 50, 72 <i>Restaurant</i> pp. 36, 40, 44, 49, 72 <i>Firehouse</i> pp. 36, 40, 46, 50, 72 <i>Farm</i> pp. 36, 40, 44, 50, 72 <i>Aquarium</i> pp. 36, 41, 44, 49, 72</p> <p><i>Building Language for Literacy</i> uses Song and Poem charts for read-aloud and word recognition.</p> <p><i>Home</i> pp. 16, 18, 20, 22, 26 <i>Store</i> pp. 20, 22, 24, 26, 28 <i>Restaurant</i> pp. 16, 18, 22, 26, 28</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> — Hear a book that introduces new vocabulary (for example, hear about jungle or savannah animals before visiting the zoo). — Play literacy-focused computer games. — Participate in teacher-guided discussions of read-aloud books and other shared experiences. 	<p><i>Firehouse</i> pp. 20, 22, 24, 26, 28 <i>Farm</i> pp. 16, 18, 22, 26, 28 <i>Aquarium</i> pp. 16, 18, 20, 22, 26</p> <p><i>Home</i> pp. 35, 41, 45, 49, 72 <i>Store</i> pp. 35, 39, 45, 49, 72 <i>Restaurant</i> pp. 35, 39, 43, 47, 72 <i>Firehouse</i> pp. 35, 39, 45, 49, 72 <i>Farm</i> pp. 35, 39, 43, 49, 72 <i>Aquarium</i> pp. 35, 39, 43, 47, 72</p> <p><i>Home</i> pp. 35, 41, 45, 49, 72 <i>Store</i> pp. 35, 39, 45, 49, 72 <i>Restaurant</i> pp. 35, 39, 43, 47, 72 <i>Firehouse</i> pp. 35, 39, 43, 49, 72 <i>Farm</i> pp. 35, 39, 43, 49, 72 <i>Aquarium</i> pp. 35, 39, 43, 47, 72</p>
<ul style="list-style-type: none"> • The following are examples of what children do in early literacy learning activities: <ul style="list-style-type: none"> — Sing playful nursery rhymes and songs that substitute sounds in words and play with parts of words. — Sing entertaining alphabet songs, with accompanying print materials that allow children to see a letter simultaneously and make its sound. 	<p><i>Home</i> pp. 21, 73, 86 <i>Store</i> pp. 18, 37 <i>Restaurant</i> pp. 17, 21, 43, 78 <i>Firehouse</i> pp. 21, 23, 80, 84 <i>Farm</i> pp. 21, 37, 84 <i>Aquarium</i> pp. 18, 23, 86</p> <p><i>Building Language for Literacy</i> uses Song and Poem charts to promote letter sound correspondence.</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>— Play rhyming games.</p>	<p><i>Home</i> pp. 16, 18, 60 <i>Store</i> pp. 16, 20, 22 <i>Restaurant</i> pp. 16, 18, 20 <i>Firehouse</i> pp. 16, 20, 22 <i>Farm</i> pp. 16, 18, 20 <i>Aquarium</i> pp. 16, 20, 22</p> <p><i>Home</i> pp. 21, 24, 41, 86 <i>Store</i> pp. 18, 50, 82 <i>Restaurant</i> pp. 17, 19, 27, 39, 43 <i>Firehouse</i> pp. 18, 23, 41, 80, 84 <i>Farm</i> pp. 19, 21, 37, 50, 78 <i>Aquarium</i> pp. 23, 29, 83</p>
<ul style="list-style-type: none"> • The following are examples of what children do in introductory activities to writing: <ul style="list-style-type: none"> — Use writing materials in projects and pretend play. — Play with magnetic letters or letter blocks. — Engage in group games that incorporate alphabet letter names. 	<p><i>Home</i> pp. 25, 39, 43, 51, 60 <i>Store</i> pp. 37, 43, 47, 51, 59 <i>Restaurant</i> pp. 37, 41, 45, 51, 62 <i>Firehouse</i> pp. 37, 41, 47, 51, 58 <i>Farm</i> pp. 37, 41, 47, 51, 58 <i>Aquarium</i> pp. 37, 41, 45, 51, 58</p> <p><i>Restaurant</i> p. 59</p> <p><i>Home</i> pp. 37, 39, 82 <i>Store</i> pp. 36, 78, 83, 84 <i>Restaurant</i> pp. 36, 59, 62, 68, 78 <i>Firehouse</i> pp. 36, 50, 71, 85 <i>Farm</i> pp. 36, 43, 45, 46, 58 <i>Aquarium</i> pp. 29, 35, 36, 63</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
— Write one’s initial or name.	<i>Home</i> pp. 47, 60, 70, 80, 82 <i>Store</i> pp. 60, 63, 70 <i>Restaurant</i> pp. 59, 62, 70, 78 <i>Firehouse</i> pp. 47, 59, 71 <i>Farm</i> pp. 37, 79 <i>Aquarium</i> pp. 40, 41, 78, 79, 81

Guideline 2: Programs provide a language-rich and print-rich environment to support children’s language and literacy learning across curricular areas.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Classroom and outdoor play areas provide space for children to work and converse together comfortably during activities and projects. 	<i>Home</i> p. 80 <i>Store</i> p. 79 <i>Restaurant</i> p. 81 <i>Farm</i> p. 79 <i>Aquarium</i> p. 79
<ul style="list-style-type: none"> The staff is alert to opportunities to help structure and extend children’s conversations and to do so unobtrusively and without dominating. 	<i>Home</i> pp. 23, 25, 39, 41, 49 <i>Store</i> pp. 25, 35, 39, 43, 51 <i>Restaurant</i> pp. 19, 21, 27, 39, 43 <i>Firehouse</i> pp. 19, 27, 35, 43, 49 <i>Farm</i> pp. 17, 25, 35, 43, 47 <i>Aquarium</i> pp. 17, 19, 23, 35, 43
<ul style="list-style-type: none"> Children are guided and supported to use their own words in a variety of social contexts to get their needs met, solve problems, and negotiate conflicts (teachers strive whenever possible not to 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
speak for children).	
<ul style="list-style-type: none"> Print and print materials can be found at the children’s eye level throughout the classroom and outdoor play areas. 	<p><i>Home</i> pp. 56, 65, 72, 78, 82 <i>Store</i> pp. 56, 59, 72, 73, 78 <i>Restaurant</i> pp. 58, 59, 63, 69, 72 <i>Firehouse</i> pp. 16, 27, 66, 72, 73 <i>Farm</i> pp. 63, 64, 72, 73, 78 <i>Aquarium</i> pp. 56, 63, 66, 72, 73</p>
<ul style="list-style-type: none"> A specially designated reading area has a diverse, attractive selection of storybooks and nonfiction books, including appealing alphabet books. 	<p><i>Home</i> p. 72 <i>Store</i> p. 72 <i>Restaurant</i> p. 72 <i>Firehouse</i> p. 72 <i>Farm</i> p. 72 <i>Aquarium</i> p. 72</p>
<ul style="list-style-type: none"> Relevant books, pamphlets, charts, and posters are located in such places as the art table, next to the class pet’s cage, and in the mathematics area. 	<p><i>Home</i> pp. 56, 65, 72, 78, 82 <i>Store</i> pp. 56, 59, 72, 73, 78 <i>Restaurant</i> pp. 58, 59, 63, 69, 73 <i>Firehouse</i> pp. 16, 27, 66, 72, 73 <i>Farm</i> pp. 63, 64, 72, 73, 78 <i>Aquarium</i> pp. 56, 63, 66, 72, 73</p>
<ul style="list-style-type: none"> Activity areas are labeled with color-coded signs, and classroom shelves are labeled with pictures and names of toys or equipment that belong in particular places. 	
<ul style="list-style-type: none"> The writing area includes such materials as paper, pens, telephones, computer keyboards, and three-dimensional letters and numbers. 	<p><i>Home</i> pp. 59, 60, 61 <i>Store</i> pp. 58, 59 <i>Restaurant</i> pp. 62, 63 <i>Firehouse</i> pp. 58, 59 <i>Farm</i> pp. 58, 59 <i>Aquarium</i> pp. 58, 59</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Children are encouraged to document graphically their discoveries in mathematics, science, and art. 	<p><i>Store</i> pp. 58, 59, 60, 63, 64 <i>Restaurant</i> pp. 62, 63, 66 <i>Firehouse</i> pp. 58, 59, 62, 63 <i>Farm</i> pp. 58, 59, 60 <i>Aquarium</i> pp. 58, 59, 61, 62, 63</p>
<ul style="list-style-type: none"> Children’s printed names are incorporated naturally into daily routines. 	<p><i>Home</i> pp. 47, 60, 70, 80, 82 <i>Store</i> pp. 60, 63, 70 <i>Restaurant</i> pp. 59, 62, 70, 78 <i>Firehouse</i> pp. 47, 59, 71 <i>Farm</i> pp. 37, 79 <i>Aquarium</i> pp. 40, 41, 78, 79, 81</p>
<ul style="list-style-type: none"> Software packages that promote language and literacy development are available for use on the classroom computer(s). 	

Guideline 3: Adults model language and literacy practices as a means to enhance children’s learning and development in those areas.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> • Teachers model language and literacy behaviors during conversational activities by: <ul style="list-style-type: none"> — Listening attentively to a child and checking their understanding of what the child has said — Engaging in meaningful conversations with children — Understanding and respecting the “silent periods” that may occur in children’s language development — Responding to grammatical errors in a child’s speech by modeling the correct form, not by constantly correcting the child (e.g., the child says, “Her took my toy!” and the teacher responds, “She took your toy?”) 	<ul style="list-style-type: none"> <i>Home</i> pp. 35, 41, 45, 49, 72 <i>Store</i> pp. 35, 39, 45, 49, 72 <i>Restaurant</i> pp. 35, 39, 43, 47, 72 <i>Firehouse</i> pp. 35, 39, 45, 49, 72 <i>Farm</i> pp. 35, 39, 43, 49, 72 <i>Aquarium</i> pp. 35, 39, 43, 47, 72
<ul style="list-style-type: none"> • Teachers model language and literacy behaviors during instructional activities by: <ul style="list-style-type: none"> — Reading a story aloud expressively and wondering aloud with children about what might happen next or how one of the characters might be feeling 	<ul style="list-style-type: none"> <i>Home</i> pp. 47, 72 <i>Store</i> pp. 36, 39, 42, 46, 51 <i>Restaurant</i> pp. 40, 43, 47, 49, 72 <i>Firehouse</i> pp. 40, 45, 46, 47, 50

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
<ul style="list-style-type: none"> — Writing down a child’s original story or description of an object or event 	<p><i>Farm</i> <i>Aquarium</i></p>	<p>pp. 36, 39, 40, 44, 50 pp. 39, 40, 44, 49</p>
<ul style="list-style-type: none"> — Listening to a child’s pretend reading or encouraging attempts at writing 	<p><i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i></p>	<p>pp. 27, 47, 51, 61 pp. 21, 43, 47, 51, 86 pp. 29, 37, 41, 51, 73 pp. 39, 51, 58, 62, 73 pp. 29, 37, 60 pp. 37, 39, 43, 45</p>
<ul style="list-style-type: none"> — Introducing vocabulary for a discussion of specialized topics or for such subject areas as mathematics, science, or art 	<p><i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i></p>	<p>pp. 50, 70 pp. 42, 59, 60, 73 pp. 44, 51, 62, 63 pp. 57, 58, 62 pp. 19, 29, 36, 60, 61 pp. 29, 50</p>
<ul style="list-style-type: none"> — Stimulating problem solving through well-timed, open-ended questions 	<p><i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i></p>	<p>pp. 64, 66, 68, 70, 72 pp. 58, 60, 68, 70, 72 pp. 62, 64, 66, 68, 70 pp. 56, 58, 60, 62, 70 pp. 56, 60, 62, 64, 66 pp. 56, 58, 66, 68, 70</p>
<ul style="list-style-type: none"> — Stimulating problem solving through well-timed, open-ended questions 	<p><i>Home</i> <i>Store</i> <i>Restaurant</i> <i>Firehouse</i> <i>Farm</i> <i>Aquarium</i></p>	<p>pp. 41, 57, 65, 67, 68 pp. 49, 57, 59, 69, 71 pp. 47, 63, 67, 69, 71 pp. 57, 59, 61, 63 pp. 56, 57, 61, 65, 73 pp. 57, 59, 67, 69, 71</p>

Guideline 4: Programs implement a language arts curriculum that lays the foundation for children’s success in language arts in elementary school.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers have the knowledge of the continuum of children’s language and literacy development and its relationship to the language arts competencies expected of children in kindergarten and the early primary grades. 	
<ul style="list-style-type: none"> Teachers understand their role in facilitating early language and literacy learning. 	<p><i>Home</i> pp. 23, 25, 36, 37, 62 <i>Store</i> pp. 17, 39, 40, 41, 42 <i>Restaurant</i> pp. 25, 48, 50, 60, 61 <i>Firehouse</i> pp. 39, 40, 41, 42 <i>Farm</i> pp. 23, 25, 44, 45, 46 <i>Aquarium</i> pp. 17, 19, 48, 49, 50</p>
<ul style="list-style-type: none"> Teachers conduct ongoing and varied assessments of each child’s language and early literacy development to provide needed learning experiences. 	<p><i>Home</i> pp. 22, 27, 43, 51, 65 <i>Store</i> pp. 23, 29, 47, 61, 69 <i>Restaurant</i> pp. 21, 59, 65, 69, 73 <i>Firehouse</i> pp. 23, 37, 47, 59, 71 <i>Farm</i> pp. 21, 37, 51, 61, 65 <i>Aquarium</i> pp. 23, 41, 59, 63, 73</p>
<ul style="list-style-type: none"> Teachers conduct individual, small-group, and large-group activities that address specific language and literacy learning goals (e.g., expressive language or alphabet letter names). 	<p><i>Home</i> pp. 19, 27, 57, 66, 68 <i>Store</i> pp. 17, 29, 58, 63, 68 <i>Restaurant</i> pp. 17, 23, 58, 68, 71 <i>Firehouse</i> pp. 25, 29, 58, 60, 62 <i>Farm</i> pp. 21, 27, 57, 62, 68 <i>Aquarium</i> pp. 21, 27, 59, 62, 71</p>

Guideline 5: The program recognizes and includes the home languages of English learners.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The program staff understands the general process of learning a second language and knows that there are individual differences in each child’s rate and method of learning a second language. For example, a child may process simple interactions in English but process more complex interactions or activities in the home language, increasing the processing time in some situations. 	<ul style="list-style-type: none"> <i>Home</i> pp. 17, 27, 43, 71 <i>Store</i> pp. 21, 23, 29, 37, 43 <i>Restaurant</i> pp. 19, 25, 29, 63, 67 <i>Firehouse</i> pp. 19, 27, 43, 51, 61 <i>Farm</i> pp. 19, 21, 25, 59, 63 <i>Aquarium</i> pp. 21, 27, 45, 67, 71
<ul style="list-style-type: none"> High-quality programs include basic information for parents on how children acquire a first and a second language. 	
<ul style="list-style-type: none"> Adults support acquisition of a first and a second language by listening carefully, following the child’s lead in conversation, expanding on what the child says, and showing interest and attentiveness during conversation with the child. 	
<ul style="list-style-type: none"> Adults proficient in an English learner’s home language maintain a link between the school and home. 	<ul style="list-style-type: none"> <i>Home</i> <i>Parental Involvement Handbook</i> p. 63 <i>Store</i> <i>Parental Involvement Handbook</i> p. 63 <i>Restaurant</i> <i>Parental Involvement Handbook</i> p. 63 <i>Firehouse</i> <i>Parental Involvement Handbook</i> p. 63 <i>Farm</i> <i>Parental Involvement Handbook</i> p. 63 <i>Aquarium</i> <i>Parental Involvement Handbook</i> p. 63
<ul style="list-style-type: none"> Preschool teachers who do not speak the child’s home language work with parents and other staff members who do. 	<ul style="list-style-type: none"> <i>Home</i> <i>Parental Involvement Handbook</i> p. 63 <i>Store</i> <i>Parental Involvement Handbook</i> p. 63 <i>Restaurant</i> <i>Parental Involvement Handbook</i> p. 63 <i>Firehouse</i> <i>Parental Involvement Handbook</i> p. 63 <i>Farm</i> <i>Parental Involvement Handbook</i> p. 63 <i>Aquarium</i> <i>Parental Involvement Handbook</i> p. 63

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The staff uses families as resources to understand a bilingual child's proficiency in both the home language and English. 	<p><i>Home</i> p. 67 <i>Parental Involvement Handbook</i> p. 63</p> <p><i>Store</i> <i>Parental Involvement Handbook</i> p. 63</p> <p><i>Restaurant</i> p. 17 <i>Parental Involvement Handbook</i> p. 63</p> <p><i>Firehouse</i> <i>Parental Involvement Handbook</i> p. 63</p> <p><i>Farm</i> <i>Parental Involvement Handbook</i> p. 63</p> <p><i>Aquarium</i> p. 41</p>
<ul style="list-style-type: none"> English learners have opportunities to hear and use their home language in the course of daily classroom activities. 	<p><i>Home</i> p. 67</p> <p><i>Store</i> pp. 61, 69</p> <p><i>Restaurant</i> pp. 17, 45, 51, 67</p> <p><i>Farm</i> p. 47</p> <p><i>Aquarium</i> pp. 29, 41, 67</p>
<ul style="list-style-type: none"> All children have opportunities to learn words from other children's home languages. 	<p><i>Home</i> pp. 67, 69</p> <p><i>Store</i> pp. 61, 69</p> <p><i>Restaurant</i> pp. 17, 45, 51, 67</p> <p><i>Farm</i> p. 47</p> <p><i>Aquarium</i> pp. 29, 67</p>

Guideline 6: Children's language and literacy development is supported through interaction between the preschool staff and the children's families.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> During social and instructional conversations at preschool, children are encouraged to talk about their families and homes as a way to reinforce the link between home and school. Teachers are careful, however, about the need to respect families' confidentiality and privacy. 	<p><i>Home</i> pp. 17, 29, 35, 41, 49 <i>Restaurant</i> pp. 19, 39, 47, 62 <i>Aquarium</i> pp. 39, 47</p>
<ul style="list-style-type: none"> Teachers offer to send print and other materials (for example, books, audiotapes, videotapes, or board games) home to support the child's language and literacy learning in the family. 	<p><i>Home</i> <i>Parental Involvement Handbook</i> p. 63 <i>Store</i> <i>Parental Involvement Handbook</i> p. 63 <i>Restaurant</i> <i>Parental Involvement Handbook</i> p. 63 <i>Firehouse</i> <i>Parental Involvement Handbook</i> p. 63 <i>Farm</i> <i>Parental Involvement Handbook</i> p. 63 <i>Aquarium</i> <i>Parental Involvement Handbook</i> p. 63</p>
<ul style="list-style-type: none"> Children's literature, translated into families' primary languages, is available. 	
<ul style="list-style-type: none"> Older children are invited to provide support for primary-language retellings, dramatizations, and puppet shows. 	
<ul style="list-style-type: none"> Teachers encourage the use of oral traditions found in some language groups as a way to engage parents in their children's learning of English, even when they do not speak or read English. For example, teachers might invite parents to observe their child engaged in storybook "reading" and then encourage the parents to use the story's illustrations to retell the story at home, either in English or in the home language. 	

MATHEMATICS LEARNING AND DEVELOPMENT

Building Language for Literacy provides many opportunities for children to develop an understanding of basic mathematical concepts. Mathematical learnings are integrated into the curriculum in an informal, natural way, often through activities in Choice Time learning centers. Generally, teachers use direct instruction of discovery-learning techniques, suiting the method to the topic and to the children’s abilities and prior knowledge. For example, children count and find one-to-one correspondence in Choice Time and Transition Time activities. They experiment with counting, quantity, and measurement where these concepts are important in the poems, songs, and stories children work with each day. Children learn to plan and design using blocks and other dimensional shapes in the math activities in Choice Time.

Guideline 1: **The program develops and builds on children’s existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics.**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Activities are designed to accommodate individual children’s different levels of mathematical development. For example, an activity designed to identify shapes may include models of simple two-dimensional shapes, such as a square and triangle, and more complex two-dimensional shapes, such as a hexagon, an octagon, and a rhombus. 	
<ul style="list-style-type: none"> As kindergarten approaches, the teacher provides opportunities for older children to hear and use mathematical language and numbers. To be meaningful, the process should incorporate the use of manipulatives. 	<p><i>Home</i> pp. 47, 66, 67 <i>Store</i> pp. 47, 51, 63, 65, 80 <i>Restaurant</i> pp. 41, 51, 66 <i>Firehouse</i> pp. 27, 35, 47, 62, 63 <i>Farm</i> pp. 62, 63 <i>Aquarium</i> pp. 66, 67, 79</p>

Guideline 2: **Teacher-guided and child-initiated activities are integrated in a mathematically rich learning environment, using multiple instructional approaches.**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Opportunities to learn mathematics abound throughout the pre-school environment. 	<p><i>Home</i> pp. 47, 66, 67 <i>Store</i> pp. 47, 51, 63, 64, 65 <i>Restaurant</i> pp. 51, 62, 66, 67 <i>Firehouse</i> pp. 47, 51, 62, 63, 79 <i>Farm</i> pp. 51, 62, 63 <i>Aquarium</i> pp. 43, 51, 66, 67</p>
<ul style="list-style-type: none"> Materials are regularly changed and replenished in a designated mathematics area. 	<p><i>Home</i> pp. 66, 67 <i>Store</i> pp. 63, 64, 65, 66, 67 <i>Restaurant</i> pp. 66, 67 <i>Firehouse</i> pp. 62, 63 <i>Farm</i> pp. 62, 63 <i>Aquarium</i> pp. 66, 67</p>
<ul style="list-style-type: none"> Math-related posters, word labels, graphs, and countable objects can be found throughout the room. 	<p><i>Home</i> pp. 66, 67 <i>Store</i> pp. 63, 64, 65, 66, 67 <i>Restaurant</i> pp. 66, 67 <i>Firehouse</i> pp. 62, 63 <i>Farm</i> pp. 62, 63 <i>Aquarium</i> pp. 66, 67</p>
<ul style="list-style-type: none"> Children have opportunities to engage in mathematics in every area of the program environment because it is integrated into other curricular subjects. For example, countable objects are located in many places other than the mathematics center. There may be money to count in a play store area, numbers to identify on a telephone in the housekeeping area, shape molds in the sand table, and measuring cups in the water table. 	<p><i>Home</i> pp. 39, 47, 59, 65, 66 <i>Store</i> pp. 27, 37, 47, 51, 58 <i>Restaurant</i> pp. 41, 51, 63, 66, 68 <i>Firehouse</i> pp. 27, 47, 51, 56, 62 <i>Farm</i> pp. 47, 51, 62, 63, 65 <i>Aquarium</i> pp. 51, 61, 66, 67, 68</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
table, and measuring cups in the water table.	
<ul style="list-style-type: none"> A computer with appropriate mathematics software may also be available. 	

Guideline 3: **The program implements a mathematics curriculum that lays the foundation for children’s success in mathematics in elementary school.**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Teachers consider both children’s current level of mathematical knowledge and ways to enrich the knowledge and skills of children as they move toward kindergarten. 	
<ul style="list-style-type: none"> Teachers are knowledgeable about the standards and emphasize meaningful and age-appropriate activities. 	<i>Home</i> pp. 39, 47, 66, 67 <i>Store</i> pp. 47, 51, 62, 63, 64 <i>Restaurant</i> pp. 51, 66, 67 <i>Firehouse</i> pp. 47, 62, 63 <i>Farm</i> pp. 51, 62, 63 <i>Aquarium</i> pp. 43, 51, 66, 67
<ul style="list-style-type: none"> Teachers design mathematics activities to provide experience and practice of concepts included in the <i>Mathematics Content Stan-</i> 	<i>Home</i> pp. 39, 47, 66, 67 <i>Store</i> pp. 47, 51, 62, 63, 64

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<i>dards</i> (e.g., number sense, measurement, and geometry).	<i>Restaurant</i> pp. 51, 66, 67 <i>Firehouse</i> pp. 47, 62, 63 <i>Farm</i> pp. 51, 62, 63 <i>Aquarium</i> pp. 43, 51, 66, 67

Guideline 4: The program identifies clear, age-appropriate goals for mathematics learning and development.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> A clearly stated set of goals for mathematics learning and development is shared with program staff and parents. 	
<ul style="list-style-type: none"> The teacher and other staff regularly monitor implementation of the mathematics program and refine it as necessary to meet the stated goals. 	
<ul style="list-style-type: none"> The children’s mathematical learning and development are regularly assessed to determine how well they are achieving the program’s goals for mathematics. 	<i>Home</i> p. 67 <i>Store</i> pp. 65, 66, 67 <i>Restaurant</i> p. 67 <i>Firehouse</i> p. 63 <i>Farm</i> p. 63 <i>Aquarium</i> p. 67

Guideline 5: The program establishes a partnership with parents and other caregivers in preparing children for mathematics learning.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The program provides parents with family education classes, letters, newsletters, and other materials to help their children with preschool mathematics. 	
<ul style="list-style-type: none"> The program offers parents information about the mathematics curriculum and encourages parents to talk to their children about mathematical ideas and to share information with each other and with their child's teacher about how they are supporting mathematics at home. 	
<ul style="list-style-type: none"> Throughout the program year the staff provides parents with information about their child's mathematical development and progress. 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
and clapping	<i>Home</i> pp. 27, 47, 67, 70 <i>Store</i> pp. 25, 47, 51, 64, 72 <i>Restaurant</i> pp. 17, 24, 43, 48, 66 <i>Firehouse</i> pp. 21, 36, 61, 72, 79 <i>Farm</i> pp. 17, 41, 47, 60, 69 <i>Aquarium</i> pp. 17, 21, 23, 51, 58
— Oral motor skills: talking, singing, imitating sounds, rhyming, and chanting	<i>Home</i> pp. 17, 19, 47, 68, 73 <i>Store</i> pp. 35, 39, 41, 45, 49 <i>Restaurant</i> pp. 17, 19, 35, 39, 47 <i>Firehouse</i> pp. 17, 21, 23, 27, 29 <i>Farm</i> pp. 17, 19, 21, 27, 29 <i>Aquarium</i> pp. 17, 21, 29, 37, 39

Guideline 2: Consideration is given to children’s varying rates of development and acquisition of skills.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
• Programs include various levels of the same activity.	
• Children are not compared with one another according to their capabilities.	
• Children are encouraged, but not overly pressured, to attempt	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
new tasks in a safe environment.	
<ul style="list-style-type: none"> The teacher assesses children through observation to identify their level of physical development. 	
<ul style="list-style-type: none"> Children are paired with others of varying abilities to model and motivate. 	<i>Home</i> p. 12 <i>Restaurant</i> p. 12 <i>Firehouse</i> p. 12 <i>Farm</i> p. 12 <i>Aquarium</i> p. 12

Guideline 3: The program provides many opportunities for free play.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The children participate regularly in free-play activities, in the sandbox or at the water table; playing improvised games; catching and throwing beanbags and, later, balls; and riding big wheels and climbing on play structures. 	

Guideline 4: Teachers consider children’s special health and physical needs when designing physical activities.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
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Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> If a child cannot run, the teacher occasionally practices slow-motion movement with the class. 	
<ul style="list-style-type: none"> If a child has special nutritional needs, the teacher helps the child to accept that his or her lunch or snack differs from that of the group. The teacher may invite the parents to prepare samples for the whole class to taste. 	
<ul style="list-style-type: none"> Teachers keep medications to be administered during program hours locked and out of children’s reach. 	
<ul style="list-style-type: none"> Teachers adapt equipment so that all children can play. 	
<ul style="list-style-type: none"> Teachers help children, if necessary, in using and playing with toys and equipment. 	
<ul style="list-style-type: none"> Teachers adapt activities, make accommodations, and modify strategies to integrate children socially and enable them to participate in activities. 	<ul style="list-style-type: none"> <i>Home</i> p. 12 <i>Store</i> p. 12 <i>Restaurant</i> p. 12 <i>Firehouse</i> p. 12 <i>Farm</i> p. 12 <i>Aquarium</i> p. 12

OTHER CURRICULUM CONTENT AREAS:

The integrated approach used in *Building Language for Literacy* provides possibilities for many activities in the areas of social studies, science, the creative arts, and nutrition and health. Because the program emphasizes a connection between community and school, the links with these areas come naturally through activities presented in the Song and Poem Time, Story Time, and Choice Time sections of the program. For example, children make observations of the jobs available in a store in their community and relate these to the program's store unit. They use the creative arts (painting, for example) to make their own interpretations of what various stores look like and who works in them. Every Choice Time section features two pages of science activities and two pages of art and writing activities that correlate to the unit's theme. The Transition Time section presents activities related to food, to washing hands before eating, to cleaning up afterward, etc.—all keyed to promoting healthy habits for young children.

Guideline 1: **The teacher builds on the natural curiosity that children have about the world around them by creating opportunities for exploration of social studies, the arts, and health and nutrition. These subjects are part of the program's daily routines and are fully integrated into the program.**

Where appropriate, the program links these content areas with other content areas, such as social-emotional development, language and literacy development, mathematics, and physical and motor development.

Social Studies

The program's approach to social studies is characterized by the following activities:

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Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Children are encouraged to gain knowledge of the world around them by discussing where places and buildings are, how they get to and from home, how other people get from one place to another, what people do during the day, whether members of their families live near or far from them, and other similar aspects of their world. 	<p><i>Home</i> pp. 49, 51, 69 <i>Store</i> pp. 17, 21, 23, 25, 27 <i>Restaurant</i> pp. 35, 36, 41, 43, 56 <i>Firehouse</i> pp. 17, 21, 35, 45, 56 <i>Farm</i> pp. 17, 19, 35, 43, 49 <i>Aquarium</i> pp. 17, 23, 27, 35, 39</p>
<ul style="list-style-type: none"> The class goes on field trips by foot to learn about different aspects of the neighborhood. 	<p><i>Home</i> pp. 45, 47 <i>Store</i> pp. 48, 50 <i>Restaurant</i> pp. 51, 53 <i>Firehouse</i> pp. 54, 56 <i>Farm</i> pp. 57, 59 <i>Aquarium</i> pp. 60, 62</p>
<ul style="list-style-type: none"> Bulletin boards and other displays to which children contribute show positive images and stories of their families, friends, and acquaintances. The teacher encourages children to recognize and accept the many ways in which families are both similar and different. 	

Science

Driven by curiosity, children explore and learn about the natural world around them; for example, plants, animals, birds, insects, rocks, shells, and pine cones. A preschool program that develops children’s interests in science is characterized by the following activities:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> Exploration of the outdoor environment to find, identify, and examine plants, animals, leaves, and other natural phenomena is a regular part of the curriculum. 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The program offers a wide variety of materials for science study, such as seeds to plant, a fish tank or terrarium, a magnifying glass, scales, and mirrors. 	<p><i>Home</i> pp. 43, 47, 51, 64, 65 <i>Store</i> pp. 43, 51, 60, 61 <i>Restaurant</i> pp. 51, 64, 65 <i>Firehouse</i> pp. 43, 47, 51, 60, 61 <i>Farm</i> pp. 41, 60, 61, 67 <i>Aquarium</i> pp. 36, 40, 41, 51, 63</p>
<ul style="list-style-type: none"> The teacher encourages children to develop and explore scientific hypotheses by observing natural phenomena and events and asking questions, such as, “What are some reasons that you think this happens?” “What do you think would be different if you changed...?” “How could you find out what would happen if...?” 	<p><i>Home</i> pp. 43, 47, 51, 64, 65 <i>Store</i> pp. 43, 51, 60, 61 <i>Restaurant</i> pp. 51, 64, 65 <i>Firehouse</i> pp. 43, 47, 51, 60, 61 <i>Farm</i> pp. 41, 60, 61, 67 <i>Aquarium</i> pp. 36, 40, 41, 51, 63</p>

Creative Arts

A quality preschool program that offers children a variety of arts to explore is characterized by the following:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The program emphasizes a wide range of creative arts, including music, dramatic expression, the visual arts, and dance. 	<p><i>Home</i> pp. 16, 20, 39, 56, 57 <i>Store</i> pp. 16, 37, 43, 56, 57 <i>Restaurant</i> pp. 18, 57, 58, 59, 73 <i>Firehouse</i> pp. 22, 37, 56, 57, 73 <i>Farm</i> pp. 17, 23, 37, 56, 57 <i>Aquarium</i> pp. 21, 37, 41, 56, 57</p>
<ul style="list-style-type: none"> The program emphasizes the process more than the end product. The teacher stresses that there is no one correct way to do art- 	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
work or express oneself creatively. Children are encouraged to do their own individual creative work, not to copy a sample presented by a teacher.	
<ul style="list-style-type: none"> Children are encouraged to appreciate the arts both as participants and as part of an audience. 	
<ul style="list-style-type: none"> The teacher shares his or her own pleasure and skill in artistic expression (e.g., through singing songs or playing a musical instrument). 	
<ul style="list-style-type: none"> The program provides a wide variety of materials for artistic and imaginative expression. These include patterns and cloth from different cultures, large pots of paint, crayons, easels, large sheets of paper, clay, play dough, musical instruments, clothes and hats for dress-up play, and materials from the outdoors (e.g., flowers and leaves). 	<i>Home</i> pp. 56, 57, 59, 60, 61 <i>Store</i> pp. 56, 57, 58, 59, 70 <i>Restaurant</i> pp. 57, 58, 59, 62, 63 <i>Firehouse</i> pp. 56, 57, 58, 59, 71 <i>Farm</i> pp. 56, 57, 58, 59, 69 <i>Aquarium</i> pp. 56, 57, 58, 59, 71
<ul style="list-style-type: none"> Many different forms of children’s art are carefully and proudly displayed at the child’s eye level. 	

Nutrition and Health

The program’s approach to nutrition and health is characterized by the following:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<ul style="list-style-type: none"> The program incorporates an emphasis on nutrition and health 	<i>Home</i> pp. 39, 81

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
by focusing on everyday routines, such as cooking, washing hands, and brushing teeth.	Store pp. 43, 79 Restaurant pp. 37, 45, 64, 65, 80 Firehouse p. 80 Farm pp. 47, 80 Aquarium p. 80
<ul style="list-style-type: none"> Children have many opportunities to learn about and eat healthy foods and snacks. 	Home p. 39 Store p. 43 Restaurant pp. 37, 45, 64, 65 Farm p. 47
<ul style="list-style-type: none"> Children begin identifying the food groups, tasting foods from each group, and learning how each of the food groups helps a body to grow. 	
<ul style="list-style-type: none"> Preparation of snacks and other food is combined with language/literacy and mathematical activities. For example, the teacher uses food preparation as an opportunity to develop children's vocabulary, recognition of printed letters and words, and skills in counting and one-to-one correspondence. 	Home p. 39 Store p. 43 Restaurant pp. 37, 45, 64, 65 Farm p. 47