

Philosophy Statement

Bright Beginnings, an inclusive preschool program, teaches children ages 3-5 years the skills that serve as a foundation for future life success. Our purpose is to assure that young children, who are at various stages of developmental growth, develop a passion for learning and that they progress, from their individual starting points, both academically and socially. We believe learning is best facilitated in this age group through hands-on, interactive experiences that engage and challenge early learners.

***Early Intervention Services:* The Bright Beginnings program addresses the broad range of developmental skills by providing services for students who have developmental needs as well as differentiating for those who are performing within and beyond the expectations of the general preschool curriculum.**

Special services are an integral part of the program. A speech-language pathologist services the classroom to provide language enrichment activities for all students as well as to meet the specific needs of those with speech-language delays or disorders. Occupational therapy, physical therapy, and social work services are also provided allowing for enrichment activities for all students as well as addressing the identified needs of specific students.

***Focus Statement:* The students in the Bright Beginnings program will demonstrate progress in the developmental areas that have been identified in research to form a foundation for future learning and are most predictive of school success. Six areas of development and learning have been identified: literacy, math, language, cognitive, social-emotional learning, and physical development. Although knowledge, skills and behaviors in the areas of art, science and social studies are not specifically measured in the Bright Beginnings program, skills in these areas are embedded in the curriculum through a variety of activities and centers. We acknowledge their importance for a well-rounded individual and we deliberately integrate them within our curriculum to foster and develop skills in these areas.**

Curriculum Key

BB= *Bright Beginnings* Lit=*Literacy* M=*Math* SEL=*Social-Emotional Learning*

C=*Cognitive* L=*Language* P = *Physical*

Example: Lit.BB.1.1 = Literacy, Bright Beginnings, Outcome #1, Component #1

Bolded Uppercase Titles = General Learner Objectives

Numbers following mastery outcomes i.e.: (3-4), (4), (4-5), etc. = *developmentally appropriate age/range for expectation*

Italicized outcome prior to or following Mastery Outcomes = earlier or later developing skill for differentiating purposes

LITERACY

DEMONSTRATES PHONOLOGICAL AWARENESS

Lit.BB.1 Discriminates rhyme

Lit.BB.1.1 Joins in rhyming songs and games during group time (2-3)

Lit.BB.1.2 Verbally fills in the missing rhyming word (3-4)

Lit.BB.1.3 Identifies whether two words rhyme (4-5)

Generates a group of rhyming words when given a word.

Lit.BB.2 Discriminates alliteration

Lit.BB.2.1 Sings songs and recites rhymes and refrains with repeating initial sounds. (2-3)

Lit.BB.2.2 Identifies words that begin with the same sound. (4-5)

Lit.BB.2.3 Matches beginning sounds of some words. (4-5)

Isolates and identifies the beginning sound of a word.

Lit.BB.3 Discriminates smaller and smaller units of sound

Lit.BB.3.1 Claps out each word in a sentence. (3-4)

Lit.BB.3.2 Claps or pounds out each syllable in a word. (4-5)

Lit.BB.3.3 Verbally blends together two syllables to make one word. (4-5)

Lit.BB. 3.4 Verbally blends together two words to make a compound word. (4-5)

Verbally separates and blends onset and rime.

Verbally separates and blends individual phonemes and words.

DEMONSTRATES KNOWLEDGE OF THE ALPHABET

Lit.BB.4 Identifies and names letters.

Lit.BB.4.1 Recognizes and names a few letters in own name. (2-3)

Lit.BB.4.2 Names at least 10 letters, especially those in own name. (3-5)

Identifies/names 11-20 uppercase and 11-20 lowercase letters presented in random order

Identifies/names all uppercase and lowercase letters presented in random order

Lit.BB.5 Demonstrates letter-sound knowledge.

Lit.BB.5.1 Identifies the sounds of a few letters. (3-4)

Lit.BB.5.2 Produces the correct sounds for 10-20 letters. (4-5)

Lit.BB.5.3 Demonstrates some sound-symbol correspondence when attempting to write or sound out a word. (4-5)

Applies letter-sound correspondence when attempting to read and write.

COMPREHENDS AND RESPONDS TO BOOKS AND OTHER TEXTS

Lit.BB.6 Interacts during read-alouds and book conversations

Lit.BB.6.1 Recites particular language from a familiar book at the appropriate time. (2-3)

Lit.BB.6.2 Asks and answers questions about the text with a picture as a reference. (3-4)

Lit.BB.6.3 Identifies story-related problems, events and resolutions. (4-5)

Reconstructs the story of a familiar book using pictures, text and props. Begins to make inferences and draw conclusions.

LA.BB.7 Uses emergent reading skills.

Lit.BB.7.1 Pretends to read a familiar book, names or describes what is on each page (2-3)

Lit.BB.7.2 Pretends to read, using some language from the text, and orders events using the pictures from the book (4-5)

Lit.BB.7.3 Pretends to read, reciting language that closely matches the text (4-5)

Tries to match oral language to words on page and sounds out some words.

LA.BB.8 Retells stories

Lit. BB.8.1 Retells some events from a familiar story with adult prompting. (2-4)

Lit.BB.8.2 Retells familiar stories using pictures or props as prompts. (3-4)

Lit.BB.8.3 Retells a familiar story in proper sequence including major events and characters. (4-5)

Retell stories with many details about characters, events, and story lines.

DEMONSTRATES EMERGENT WRITING SKILLS

Lit.BB.9 Writes name

Makes deliberate scribbles to imitate writing

Lit.BB.9.1 Makes controlled linear scribbles. (2-3)

Lit. BB.9.2 Makes mock letters or letter like forms. (3-4)

Lit. BB.9.3 Writes some letters correctly in a string resembling name.(3-5)

Lit.BB.9.4 Writes all letters in name; some may not be sequenced or formed correctly.(4-5)

Lit.BB.9.5 Accurately writes first name using uppercase, lowercase or combination.(4-5)

Lit.BB.10 Writes to convey meaning

Lit.BB.10.1 Makes controlled linear scribbles in rows. (3-4)

Lit.BB.10.2 Writes mock letters or letter like forms in rows. (3-5)

Lit.BB.10.3 Writes letter strings with groups of letters and spaces resembling words.(3-5)

Lit.BB.10.4 Uses early invented spelling using correct initial or final letter. (4-5)

Begins to include beginning, middle, and ending sounds in words.

MATH

USES NUMBER CONCEPTS AND OPERATIONS

M.BB.1 Counts

Verbally counts to 5 or 10 but not always in correct order or with missing numbers

M.BB.1.1 Verbally counts to 10; counts up to 5 objects using 1:1 correspondence. (3-4)

M.BB.1.2 Verbally counts to 20; counts 10 to 20 objects accurately.(4-5)

M.BB.1.3 Tells what number (1-10) comes next in order by counting. (4-5)

Uses number names while counting to 100 and counts 30 objects accurately.

Tells what number comes before or after a specified number up to 20.

M.BB.2 Quantifies

States he wants “more” when wants more than given and follows directions to take “one” or “two” of an item.

M.BB.2.1 Instantly states number in a small set (up to five). (3-5)

M.BB.2.2 Matches sets of 6-10 objects and states which set has “more”, less” and the “same”. (4-5)

Uses a variety of strategies to solve simple subtraction and addition problems with 10 objects or more.

M.BB.3 Connects numerals with their quantities

M.BB.3.1 Recognizes (points to) and names a few numerals (3-4)

M.BB.3.2 Identifies numerals to 5 and connects each to counted objects (sets). (3-5)

M.BB.3.3 Identifies numerals to 10 and connects each to counted objects (sets). (4-5)

Identifies numerals to 20 by name and connects each to counted objects (sets).

EXPLORES AND DESCRIBES SPATIAL RELATIONSHIPS AND SHAPES

M.BB.4 Follows Directions and Uses Words Related to Spatial Relationships

Follows simple directions related to position (in, on, under, up, down)

M.BB.4.1 Follows simple directions related to proximity (beside, between, next to). (2-3)

M.BB.4.2 Uses and responds appropriately to positional words indicating location, direction, and distance (e.g. behind, backward, etc.) (4-5)

Uses and makes simple sketches or models to locate objects (i.e. maps).

M.BB.5 Matches and Names Shapes

Matches two identical shapes

M.BB.5.1 Names basic shapes (circle, square, triangle). (3-4)

M.BB.5.2 Describes shape of a variety of three-dimensional objects. (4-5)

Shows that shapes remain the same when they are turned or flipped.

M.BB.6 Demonstrates Knowledge of Patterns

Verbalizes interest in simple patterns in everyday life (i.e. “look, they go this way”)

M.BB.5.1 Copies simple repeating patterns such as a beat of a drum or beads on a string.(3-4)

M.BB.5.2 Extends or creates simple repeating patterns (AB). (3-4)

M.BB.5.3 Extends or creates more complex repeating patterns (ABBA, ABC). (4-5)

COGNITIVE

DEMONSTRATES POSITIVE APPROACHES TO LEARNING

C.BB.1 Attends and Engages

Pays attention to sights and sounds (i.e. turns head toward sound, tracks teacher/object).

C.BB.1.1 Sustains interest in working on a task with adult prompts. (2-3)

C.BB.1.2 Sustains work on age-appropriate, interesting tasks ignoring distractions. (3-4)

C.BB.1.3 Sustains attention to tasks or project over time (days to weeks) and
returns to activities after interruptions. (4-5)

C.BB.2 Persists

Repeats actions to attain similar results.

C.BB.2.1 Practices an activity many times until successful. (3-4)

C.BB.2.2 Plans and pursues a variety of appropriately challenging tasks. (3-5)

*Plans and pursues own goal until it is reached (e.g. builds a bridge multiple ways until it
looks the way he/she wants).*

C.BB.3 Solves Problems

*Reacts to a problem and seeks to achieve a specific goal (i.e. shakes object to produce the
noise or puts objects in a wagon, dumps them, repeats sequence).*

C.BB.3.1 Observes and imitates how other people solve problems; asks for

a solution and uses it. (3-4)

C.BB.3.2 Solves problems without having to try every possibility. (3-5)

Thinks problems through, considering several possibilities and analyzing results.

C.BB.4 Shows flexibility and inventiveness in thinking

Imitates others in using objects in new and/or unanticipated ways.

C.BB.4.1 Uses creativity and imagination during play and routine tasks. (3-5)

C.BB.4.2 Changes plans if a better idea is thought of or proposed. (3-5)

Thinks through possible long term solutions.

USES SYMBOLS AND IMAGES TO REPRESENT SOMETHING NOT PRESENT

C.BB.5 Thinks Symbolically

Points to or names people, objects and animals in pictures and photos.

C.BB.5.1 Draws or constructs, and then states what it is.(3-4)

C.BB.5.2 Plans and then uses drawings, constructions, movements, and/or dramatizations to represent ideas. (3-5)

Represents objects, places and ideas with increasingly abstract symbols (i.e. tally marks, graphs, etc.)

C.BB.6 Engages in Sociodramatic Play

Imitates actions of others during play; uses real objects as props.

C.BB.6.1 Acts out familiar scenarios; may use props to stand for something else. (3-4)

C.BB.6.2 Interacts with two or more children during pretend play, assigning or assuming roles and discussing actions; sustains play scenario for up to 10 minutes. (4-5)

Plans and negotiates complex role play; joins in detailed conversations about roles and actions; play scenario may extend over several days.

LANGUAGE

LISTENS TO AND UNDERSTANDS INCREASINGLY COMPLEX LANGUAGE

L.BB.1 Comprehends Language

Identifies familiar people, animals and objects when prompted.

L.BB.1.1 Responds appropriately to classroom vocabulary, statements made, questions, and stories told. (3-4)

L.BB.1.2. Responds appropriately to complex statements, questions, and stories. (4-5)

L.BB.2 Follows Directions

Responds to simple verbal directions accompanied by gestures or tone of voice.

L.BB.2.1 Follows simple directions not accompanied by gestures. (2-3)

L.BB.2.2 Follows direction of two or more steps that relate to familiar objects and experiences. (3-4)

L.BB.2.3 Follows detailed, instructional, multistep directions. (4-5)

USES LANGUAGE TO EXPRESS THOUGHTS AND NEEDS

L.BB.3 Uses an expanding expressive vocabulary.

Names familiar people, animals, and objects.

L.BB.3.1 Describes and tells the use of a variety of familiar items. (3-5)

L.BB.3.2 Uses less familiar words presented in classroom books and themes. (4-5)

Incorporates new, less familiar or technical words in everyday conversations.

L.BB.4 Speaks clearly.

Uses some consonant and vowel sounds correctly in words and is understood by people familiar with his/her speech when speaking about something related to the current context.

L.BB.4.1 Speaks so he/she is 75% -80% intelligible and is understood by most people. (3)

L.BB.4.2 Speaks so he/she is over 90% intelligible and is understood when relating a variety of information. (4)

L.BB.5 Uses conventional grammar.

Uses one or two-word phrases or sentences.

L.BB.5.1 Uses three to four word sentences; may omit some words or use some words incorrectly. (3)

L.BB.5.2 Uses complete, four to six-word sentences with some grammatical errors. (3-5)

Uses long, complex sentences and follows most major grammatical rules.

L.BB.6 Tells about another time or place.

Makes simple statements about family, recent events and familiar people/objects not present.

L.BB.6.1 Tells about self and relates simple stories about objects, events, and people not present; stories may lack detail and a conventional beginning, middle, and end. (3-4)

L.BB.6.2 Tells stories about other times and places that have a logical order and include major detail. (4-5)

Tells elaborate stories that refer to other times and places.

USES APPROPRIATE CONVERSATIONAL AND OTHER COMMUNICATION SKILLS

L.BB.7 Engages in conversations.

Engage in a simple back-and-forth exchange with another person.

Initiates and attends to a brief conversation of one or two exchanges.

L.BB.7.1 Engages in conversations of at least three exchanges. (3-4)

L.BB.7.2 Engages in more complex conversations of five or more exchanges. (4-5)

L.BB.8 Uses social rules of language that support effective interactions with others.

Responds to speech by looking toward the speaker.

Waits to watch for signs of being understood when communicating.

L.BB.8.1 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating. (3-4)

L.BB.8.2 Uses acceptable language and social rules while communicating given some prompts or reminders. (4-5)

Uses acceptable language and social rules during communication with others.

SOCIAL-EMOTIONAL

REGULATES OWN EMOTIONS AND BEHAVIORS

SEL.BB.1 Manages feelings.

Uses adult support to calm self.

SEL.BB.1.1 Comforts self by seeking out special object or person. (3-4)

SEL.BB.1.2 Delays gratification or looks at a situation differently to manage Disappointment. (3-5)

SEL.BB.1.3 Controls strong emotions in an appropriate manner most of the time. (4-5)

SEL.BB.2 Follows limits and expectations.

Responds to changes in adult's tone of voice and expression.

SEL.BB.2.1 Accepts redirection from adults. (3-4)

SEL.BB.2.3 Manages classroom rules, routines, and transition with occasional reminders. (3-5)

Applies rules in new but similar situations.

SEL.BB.3 Takes care of own needs.

Indicates needs and wants; participates as adult attends to needs.

Seeks to do things for self even if not successful.

SEL.BB.3.1 Demonstrates confidence in meeting own needs. (3-5)

SEL.BB.3.2 Takes responsibility for own well-being (completes tasks, waits turn, etc.) (4-5)

ESTABLISHES AND SUSTAINS POSITIVE RELATIONSHIPS

SEL.BB.4 Forms relations with adults.

Uses trusted adult as a secure base from which to explore the world.

SEL.BB.4.1 Manages separations without distress with trusted adults. (3-4)

SEL.BB.4.2 Engages with trusted adults to share mutual interests. (4-5)

SEL.BB.5 Responds to emotional cues

Reacts to others' emotional expressions.

SEL.BB.5.1 Demonstrates concern about the feelings of others. (3-4)

SEL.BB.5.2 Identifies basic emotional reactions of others and their causes. (4-5)

SEL.BB.6 Interacts with peers.

Plays near other children; uses similar materials or actions.

SEL.BB.6.1 Uses successful strategies for entering groups. (3-5)

SEL.BB.6.2 Initiates, joins in, and sustains positive interactions with small groups. (4-5)

Interacts cooperatively in groups of four or five children.

SEL.BB.7 Makes friends.

Seeks a preferred playmate; shows pleasure when seeing a friend.

SEL.BB.7.1 Plays with one or two preferred playmates. (3-4)

SEL.BB.7.2 Establishes a special friendship with one other child; friendship might last only a short while. (4-5)

Maintains friendships for several months or more.

PHYSICAL

DEMONSTRATES GROSS-MOTOR AND FINE-MOTOR SKILLS

P.BB.1 Demonstrates gross motor manipulative skills.

Manipulates balls or similar objects with stiff body movements.

P.BB.1.1 Manipulates balls or similar objects with flexible body movements. (3-4)

P.BB.1.2 Manipulates balls or similar objects with a full range of motion. (4-5)

P.BB.2 Demonstrates fine-motor strength and coordination

Uses fingers and whole-arm movements to manipulate and explore objects.

P.BB.2.1 Uses refined wrist and finger movements. (3-5)

P.BB.2.2 Uses small, precise finger and hand movements. (4-5)

P.BB.2.3 Grips drawing and writing tools with whole hand but may use whole-arm
Movements to make marks. (3-4)

P.BB.2.4 Holds drawing and writing tools by using a three-point finger grip. (4-5)

Uses three-point finger grip and efficient hand placement when writing/drawing.

